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ABSTRACT

Developed by the Los Rios Community College District (LRCCD) out of its own experiences with special needs students, this training manual provides ideas for organizing and presenting in-service staff development programs to increase awareness of learning disabilities. The first section of the manual discusses the model used at LRCCD to prepare its in-service program. The model includes the following steps: establish a campus task force; survey staff needs; establish a timeline; publicize the in-service; establish topics and presentation modes; select appropriate handouts; determine the in-service audience; create staff attendance incentives; select the in-service site and dates; and evaluate the in-service. The second section focuses on the components of workshop presentations, including guidelines on the selection of topics, adjustment of focus and length of speeches, and selection of speakers. In addition, descriptions of actual LRCCD presentations are included. The third section describes evaluation methods and components. A sample evaluation form and average scores on evaluation sheets are included. Appendixes contain sample forms, additional resources, and a bibliography. A videotape discussing the characteristics of students with specific learning disabilities, academic adjustments, workplace accommodations, and legal issues was developed to accompany the manual. (JMC)

ED342422

# A Matter of PERCEPTION:

## Understanding Learning ~~Disabilities~~ Differences

JC 910 352

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LOS RIOS COMMUNITY-COLLEGE-DISTRICT

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# A model
# staff development program
# for understanding
# and instructing
# the college student
# with learning disabilities.

*What we see depends upon our focus.*

*Nowhere is this more apparent than*
*in the area of learning disabilities.*

*The gray dots that seem to float into view*
*in our cover illustration are like*
*the myths that surround learning disabilities:*

- *lack of intelligence*
- *not trying hard enough*
- *laziness*

*These myths, like the gray dots, disappear quickly as we*
*change our focus so that we begin to see*
*the strengths and the capabilities*
*of these students who learn differently.*

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## LEARNING DISABILITIES AWARENESS PROJECT

# Understanding and Instructing the Learning Disabled College Student with Vocational Goals:

## A Model for Professional Development

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The contributions of the **Los Rios Campus Task Forces** were invaluable as we planned the districtwide staff development conference. Their direct involvement with all staff -- classified, certificated, and administrative -- provided additional input which enabled us to identify and address specific needs and concerns of all staff throughout our district.

Appreciation is extended to all instructors, administrators, classified staff, and students who attended the Los Rios Learning Disabilities Awareness Conferences. Their interest, participation, and feedback have provided a foundation for increased communication and a new understanding of students with learning disabilities on our campuses.

The personal stories shared by speakers at our conference were the critical element in communicating the success, as well as the frustration, that LD adults experience. Our thanks to **Michael Tita, Dale Brown, Paul Grossman, and Jim Harkness.** We especially thank local students, **Kitty Metcalf, Chris Bryden, Suzanne Van derHoven, Michael Briggs,** and **Kevin Radenz** for their willingness to contribute in such a heartfelt way.

Our thanks extend also to the professionals in the LD field who presented at our conference. Their expertise helped to develop an increased understanding for the participants. We would like to recognize **Dr. Ernest Pecci, Kay Runyan, Gail Cheever, Dr. Daryl Mellard, and Patricia Harrelson** for their significant contributions.

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And, the ultimate "thank you" must go to **Stacey Penn,** our Project Assistant, who throughout this year has had the formidable task of "coordinating the Coordinators." She has not only kept us focused and on schedule, but has brought humor and life into the many stumbling blocks we have faced and overcome. We appreciate her patience, flexibility, and the many long hours she so graciously gave.

# PREFACE

The goal of this staff development in-service project is to create a model for increasing awareness of learning disabilities. People with specific learning disabilities need to be understood as the capable students they can be, when provided with appropriate academic adjustments. They need to be understood as the successful employees they can be, when given reasonable workplace accommodations. We feel that the process of staff development -- the exposure to new information, the creation of a new understanding, and the changing of attitude -- is crucial to changing our society's perception of those with specific learning disabilities. Through increased awareness, it is possible to provide these students and employees with the opportunities to demonstrate their true abilities in both the academic and workplace settings.

This training manual was designed as a reference tool to be used by Learning Disabilities Specialists within the California Community College system. Community college personnel are in a unique position of being involved with students who are very often concerned with both educational and vocational goals. We hope that Learning Disabilities Specialists will be encouraged to go beyond the college setting and link these concepts with the world of work. Their professional expertise is needed not only on college campuses, but also as a catalyst to promote staff development in community agencies and businesses. The focus of awareness in-service may also include Vocational Rehabilitation Counselors, ROP personnel, Job Corps staff, Employment Assistance Officers, and other personnel of the business world.

By providing a videotape and a variety of printed materials, we hope to have built the foundation for the organization of Learning Disabilities Awareness in-service programs. These materials may be used as the focal point of any workshop or as a starting point for designing a plan unique to the needs of an individual situation or setting.

In order to achieve statewide awareness of concerns related to learning disabilities, this manual and videotape will be disseminated to all LD Specialists, Deans of Instruction, and Deans of Vocational Education at each of the 106 California Community Colleges.

We appreciate the efforts of all who shared ideas, made suggestions and prepared materials. Our special thanks go to those administrators, instructors, and students who have so enthusiastically supported our efforts.

David Aagaard
Clare Gavin
Ann Schafer

## USING THIS BOOK

This manual was designed as a working document to provide ideas for organizing and presenting staff development in-services, whether in a formalized setting for a large number of people, an informal setting, or a small group. We have divided the manual into 4 basic sections:

1) Preparation for in-service
2) Presentation of workshops
3) Evaluation methods
4) Appendices with sample forms, additional resources and a bibliography

Many suggestions made in this manual refer to the preparation and presentation of workshops planned over a period of six to nine months. However, we hope that the materials presented here can also be used for more informal staff development activities that might be needed next month or next week. In either case, the amount of detailed information that you use will depends upon the planning and organization needed to achieve your goals.

This manual is not exhaustive; it is designed to be merely a starter kit. We encourage you to collect and add materials that may be more specific to your needs.

The videotape which accompanies this manual may be used as an integral part of a comprehensive staff development program, or it may be used by itself to introduce this topic to an informal student or faculty group. It may also be used as an idea base for creating your own video locally. The videotape has four main sections and could be shown in its entirety or in individual segments:

1) Characteristics of students with specific learning disabilities
2) Academic adjustments
3) Workplace accommodations
4) Legal issues

Each section is composed of excerpts from presentations at the Los Rios Learning Disabilities Awareness In-service in April, 1990. Individual videotapes which provide the entire presentations of each speaker at the Los Rios Conference will be made available, and information on ordering can be found in Appendix C.

# INTRODUCTION

## Understanding Learning ~~Disabilities~~ Differences

## OVERVIEW AND HISTORY OF PROJECT

The California Community College Chancellor's Office reports that community colleges are currently serving more than 12,000 students with specific learning disabilities in California alone, according to 1989-90 statistics. Research findings from that office indicate that this group represents one of the most rapidly emerging handicapped populations in California postsecondary institutions; in fact, 43% of all identified disabled students in educational settings nationwide are learning disabled.

Since 1980, there has been a 67% increase in the number of learning disabilities programs developed on California community college campuses. This new growth in programs has first answered the heavy demand for assessment and academic adjustments for students, while acknowledging the need to develop and deliver professional development workshops/training sessions and model materials to assist community college personnel in working with this population.

A local survey of students with learning disabilities in the Los Rios Community College District revealed that 80-90% are vocationally oriented. Faculty and staff serving the learning disabled vocational student indicated that there was very little formal orientation directed toward understanding the disabled community on college campuses, particularly the group with learning disabilities -- the "hidden handicaps." Programs for students with physical and more visible disabilities were established in the Los Rios Community College District fifteen years ago, whereas the Learning Disabilities Programs were a recent addition, having been established less than three years ago. Removal of barriers to educational access for physically disabled students on these campuses had been an on-going process since program inception. Faculty understanding of the need to provide modifications and academic adjustments for the student with a physical disability have had more time for evolution and acceptance.

Learning disabilities is often a misunderstood concept with many faulty perceptions existing in the minds of faculty and staff members. Since this is an "invisible handicap," it is often viewed as non-existent, a form of mental retardation, merely lack of motivation, or is confused with emotional problems. Such myths need to be dispelled in order for students with learning disabilities to receive equal access to college programs. For students with specific learning disabilities to succeed in vocational or related academic work, their instructors and support staff must be sensitive to their needs. By learning to adjust instruction for students with learning disabilities, professors can allow for these unique learning styles and provide greater opportunity for academic success. Research indicates that such an approach has a beneficial effect on all students.

The need for staff development in our district had become evident by the large number of students reporting incidents which demonstrated that personnel lacked knowledge of learning disabilities and an understanding of the need for academic adjustments in the classroom. Of approximately 600 students with learning disabilities who were assessed and found eligible for services in the Los Rios District, 85% reported some difficulty or misunderstanding related to their learning disability that would have likely been avoided by increased staff sensitivity. It should also be noted that the vocationally-oriented student is usually enrolled not only in vocational courses, but in required general education courses as well, showing the need to involve all faculty and staff.

During the first two years of the LD Programs in the Los Rios District, in-service workshops were provided on a small scale with limited available materials. This prompted a concerted effort to find more resources. Many sources suggested that administrators and faculty are important links in the success of learning disabled students, but did not mention in-service for classified employees, a vital part of all community colleges.

It should be noted that the three Learning Disabilities Coordinators in the Los Rios Community College District (LRCCD) surveyed 38 community colleges for information regarding staff development plans. The existing in-service programs were designed primarily for tutors, while most colleges relied on their informational brochures as a means of conveying information about disability programs to faculty. It became increasingly apparent that no uniform statewide staff development model for this special population existed, yet the need was widely documented.

A preliminary search of the literature revealed one project which focused on providing training for the faculty of college students with learning disabilities. This three-year, U.S. Department of Education sponsored Higher Education for Learning Disabled Students (HELDS) Project focused on teaching instructors how to modify their instructional techniques for disabled students in order to provide an academic environment conducive to learning, without hindering or lowering standards. With such training, instructors gained confidence and strategies for working with disabled students; students experienced success; student retention increased; vocational programs became bridges to employment and independence.

The State Chancellor's Office determined that the present delivery of in-service activities for the special needs of students is usually minimal and limited. That agency recognized that there was no organized delivery system within the state from which a model could be developed and adapted to any disability program within any college setting. Such a model delivery system was identified by the State Chancellor's Office as a vital and natural evolutionary component for college programs serving handicapped students.

Direct responsibility for staff in-service is specifically addressed in the job descriptions of Learning Disabilities Specialists in community colleges. Also, widespread recognition of the need for staff development to better serve this special population has been reported by occupational and academic deans on many campuses. These factors are positive indicators of an expressed need and encouraged the creation of this model vocational project for students with specific learning disabilities.

Los Rios Community College District was an ideal district to develop such a model because it has three uniquely different campuses. Sacramento City College serves primarily an "urban/inner city" population; American River College serves a "suburban" population; and Cosumnes River College serves a more "rural" population. Collectively, this district represents the ethnic and socio-economic diversity found within the 106 community colleges in the state. Furthermore, the Los Rios Community College District is widely recognized for its strong vocational programs.

During the development of this community college project to provide a simple and standardized procedure to better serve special needs students by offering in-service to campus personnel, it was important to consider limited funds, limited space, and limited personnel, which would be considerations at most campuses. The model we are presenting is a cost-effective and feasible in-service model which can easily be adapted to any disability or special needs group at any of the 106 California community colleges. With heavy time demands for assessment and accommodations placed on Learning Disabilities Specialists throughout the state, little time remains for planning and implementing professional development activities. By using the videotape and training manual, this model provides a multi-sensory, time-saving, and cost-effective means to in-service college staff, students, local community agencies, and businesses. While these materials were initially designed for delivery in conjunction with speakers, panels, and/or experiential demonstrations, they may also be housed in media libraries and available for individual checkout.

In the next section, we will show how the Los Rios model can be implemented easily and inexpensively at any community college. As a result of campus in-services, large numbers of vocationally-oriented students with learning disabilities will be better served because of increased faculty awareness and sensitivity to their needs. Instructors and college staff can continue to develop new methodologies and teaching strategies appropriate to this unique population. The student with learning disabilities will be better understood and existing myths will be dispelled. This development model can easily be replicated using existing program staff by any community college or agency.

# PREPARATION

## Understanding Learning ~~Disabilities~~ Differences

## COMPONENTS OF IN-SERVICE PREPARATION

This Learning Disabilities Awareness In-service model reflects a 1989-90 pilot project in the Los Rios Community College District. The VEA grant, funded by the Carl Perkins Act, allowed us to use a model which provided instructor stipends as an attendance incentive. The funding also allowed us to bring outside experts as speakers and to select an off-campus conference site.

We encourage you to take this model, rework it for your own campus needs, and adjust it for your unique goals and budgetary allowances. We suggest that you pursue matriculation and/or staff development (AB 1725) funding for this project. Below is our outline showing essential components of a model in-service plan.

1. Establish Campus Task Force
2. Survey Staff Needs
3. Establish Timeline
4. Publicize In-service
5. Establish Topics and Presentation Mode
6. Select Appropriate Hand-outs
7. Determine In-service Audience
8. Create Staff Attendance Incentives
9. Select In-service Site and Dates
10. Evaluation

## 1. Establish Campus Task Force

As you plan your in-service, be sure to involve key faculty members and administrators on your campus, as well as key community members and business persons. They will be your ambassadors. It is recommended that you enlist the support of your Public Information Officer, the Staff Development Office on your campus, as well as representatives from key departments.

A variety of members which brings a balance of gender, ethnicity, disabilities, job responsibilities and experience will add to your success. The LD Specialist will be initiating the in-service effort, but Disabled Students' Programs and Services personnel, counselors, and administrative support are valuable sources for selection of individuals to serve on your Task Force.

NOTES:

## Checklist #1

### Campus Task Force

_____ 1. Solicit faculty names from Dean of Instruction, Staff Development Office, Department Deans, Faculty Senate

____ 2. Solicit members from:
  ___a. Disabled Students' Programs and Services (DSPS)
  ___b. Classified Advisory Group
  ___c. Student Activities Director for student rep
  ___d. LD Program for LD student representative
  ___e. Agencies such as Vocational Rehabilitation, Easter Seals, Lions Club
  ___f. Business, such as corporations representing computer industry, aerospace, manufacturing, automotive technology or other appropriate related vocational areas

_____3. Send invitation letter (Appendix A, p.3)

_____4. Contact campus Public Information Officer

_____5. Schedule Meeting
  ___a. Determine time when most members can attend
  ___b. Reserve room
  ___c. Arrange for coffee and refreshments (optional)

_____6. Take minutes of meetings (person/tape)

_____7. Type and distribute minutes

## Checklist #2

## Survey Staff Needs

____ 1. Create rough draft of needs assessment instrument or use Los Rios example

____ 2. Get suggestions from Campus Task Force (in meeting, by phone, or by campus mail)

____ 3. Evaluate suggestions and develop final needs assessment instrument

____ 4. Color code for each group assessed

____ 5. Write cover letter for survey. (Appendix A, p.6) Include return date.

____ 6. Ask College President (or Deans) to sign cover letter requesting participation in completing and returning survey

____ 7. Determine number of employees in each group (ask Duplicating or Mail Department)

____ 8. Duplicate surveys

____ 9. Devise efficient system for return of surveys (campus mail, box in departments)

____ 10. Disseminate surveys

____ 11. Send reminder to complete and return survey

____ 12. Compile survey results

____ 13. Distribute results indicating interests and needs to Task Force and other appropriate administrators

____ 14. Balance objective data with Task Force subjective topics for workshop

____ 15. Select topic areas to target in workshop

## 2. Survey Staff Needs

Any project which involves staff in-service begins with an assessment of the existing knowledge and areas of interest. To create interest in the in-service, we developed a true/false quiz and a list of possible topics to be rated based on interest (Appendix A, p.8). We made sure that the needs assessment instruments were processed, refined, and approved by the Campus Task Force before distribution.

We color coded by group so we could track responses from administration, counselors, faculty, and non-certificated staff. Student groups, agencies, and local businesses were also surveyed. The compiled results of these responses can be found in Appendix A, p.8.

NOTES:

## 3. Establish Timeline

The timeline for your staff development program will vary according to the type of in-service you decide to present on your campus. A conference-type presentation like the Los Rios model will require that you begin your selection of topics and speakers in the fall for a spring semester conference or in the spring for the following fall.

Variables will include the type of in-service selected, availability of selected speakers, funding, and selected site for the in-service. Whether you decide to use video presentations, yourself as a featured speaker, local experts, or some combination of these, your timeline can be adjusted accordingly.

If you hold your in-service on campus, you may not need as much lead time. It is helpful to establish a calendar visually showing deadlines and checkpoints. The sample timeline included in this section may be used as a guide for developing your individual plan.

NOTES:

## Checklist #3

## Timeline

____ 1. Determine objectives on sample timeline applicable to your particular workshop

____ 2. Sequence objectives by the date to be completed

____ 3. Determine tasks needed for completion of each objective and amount of time needed for each

____ 4. Make master calendar which includes objectives and tasks

____ 5. Post master calendar and use as visual reference to monitor tasks and completion of objectives

____ 6. Use calendar to note delegation of tasks and responsibilities

## Sample Timeline

Sept. 90 O N D J F M A M J J

1. Establish Campus Task Force-------x
2. Survey staff needs------------------------x
3. Pre-test staff knowledge-----------------x
4. Compile survey results------------------------x
5. Select in-service topics-----------------------x
6. Determine date of in-service----------------------x
7. Secure facilities--------------------------------------x
8. Review and select in-service materials----------------x
9. Establish stipend/credit-----------------------------------x
10. Determine workshop participants-------------------------x
11. Distribute workshop flyer-----------------------------------x
12. Duplicate workshop handouts----------------------------------x
13. Develop workshop agenda---------------------------------------x
14. Present workshops---------------------------------------------------x
15. Videotape workshops------------------------------------------------x
16. Workshop evaluation-------------------------------------------------x
17. Post-test staff knowledge------------------------------------------------x
18. Thank you and evaluation to speakers---------------------------------x
19. Plan for next year----------------------------------------------------------x

Note: This sample timeline reflects the Los Rios model. You may choose to adjust, omit, or add to this model as needed.

## 4. Publicize In-Service

After you establish your timeline, it is a good idea to publicize the results of your Needs Assessment and the answers to your true/false quiz (if given) in the campus newspaper or faculty newsletter. If you have a Public Information Officer on your Campus Task Force, you will have a natural resource for publicizing your in-service. If not, ask the Journalism department to send students to do a feature story on the plan. Include information in your staff resources newsletter. If you do not have your own newsletter, now might be a good time to create one. (Samples of publicity for Los Rios In-Services found in Appendix A, p.1, 13, 35).

Use your Campus Task Force as much as possible. Have members speak at their department meetings about your planned in-service. Ask them to talk informally over coffee or lunch about your program. Include ideas from your Faculty Senate and President's Cabinet in your planning. This will increase involvement as well as interest in your workshop. Delegate responsibilities for each stage of the production whether you decide to have a large or small in-service.

NOTES:

## Checklist #4

## Publicize In-Service

____ 1. Contact campus Public Information Officer

____ 2. Dialogue with department deans

____ 3. Speak briefly at department meetings

____ 4. Announce at President's Cabinet or administrators' meetings

____ 5. Contact campus newspaper

____ 6. Contact faculty newsletter

____ 7. Publicize in LD newsletter

____ 8. Announce at Faculty Senate

____ 9. Announce to student support group

____ 10. Announce at Student Activities meeting

____ 11. Contact local newspapers and/or radio/TV stations

____ 12. Delegate and share responsibilities with Campus Task Force members as much as possible

### 5. Establish Topics and Presentation Format

The establishment of topics addressed in the Los Rios model came directly from our Needs Assessment. By collating the survey responses from all three campuses, the top five needs were identified. We realize that there could be some difference in the needs of faculty from campus to campus. In our district, however, there was quite consistent agreement of preferred items between campuses and between groups surveyed.

Now is a good time to solicit funding sources, if you have not already done so. Some specialists may choose to solicit funding prior to this point, but if you are able to show the need for an in-service, you may have a better chance of receiving funding. Local staff development/matriculation funds may be available. Use the experience and suggestions of your teaching/learning resources coordinator as early as possible in your plan. If you have included this person on your advisory group, all the better. Some businesses may offer funding for community projects and local campuses may have fundraising through student activities. You may even decide to write a grant.

If you pay speakers, find out what they charge in advance. You can expect to pay $200-500 for most speakers. Some will speak for expenses only, others want hefty fees. Videotapes and local experts will often be low cost or free. The speaker expense can be adjusted according to funding availability. A word to the wise: experience shows that it is often difficult to be an "expert in your own backyard." Therefore, we recommend outside speakers with follow-up by the local specialist(s).

We know of some specialists who have held successful in-service presentations without outside speakers. You may wish to do this and augment with the videotape accompanying this manual or select another. Also available are videotapes of the individual speakers at the Los Rios conference, each about 30-40 minutes in length. Excerpts from each presentor are included on the videotape that accompanies this manual. To order the full-length presentations of individuals, see Appendix C.

Our selected topics included:

1. Characteristics of Students with Learning Disabilities
2. Definition of Learning Disabilities
3. Personal Stories of Successful Adults with Learning Disabilities
4. Legal Issues and Learning Disabilities
5. Academic Adjustments and Workplace Accommodations
6. Personal Stories of Students with Learning Disabilities
7. Teaching Strategies/Alternative Learning Approaches

We realize that your topic selection may turn out to be different than these. Our topics could be used, however, in the absence of a needs assessment at your site, especially since our sampling included responses from a wide representation of faculty and staff from three diverse campuses.

For ease of planning, refer to the Los Rios Presentation Workheet in Appendix A, p.44.

NOTES:

## Checklist #5

### Establish Topics and Presentation Format

Consult with your Campus Task Force on the following:

____ 1. Compile results of needs assessment and identify possible topic areas

____ 2. Establish funding sources and determine budget
    ____a. Staff Development monies (AB 1725)
    ____b. Matriculation funds
    ____c. Grant funding
    ____d. Departmental contributions
    ____e. Community donations
    ____f. Support group fundraising activity
    ____g. Patrons Club

____ 3. Evaluate costs of speakers and conference location

____ 4. Consider video presentation, local speakers, and on-campus location to lower costs

____ 5. Consider types of in-service presentations:
    ____a. Districtwide conference
    ____b. Campus Flex-Day presentation
    ____c. Departmental meetings, Faculty Senate, or committee presentation
    ____d. Class presentations
    ____e. Small group
    ____f. Community
    ____g. Video check-out to individuals

____ 6. Develop working relationship with your Business Office to expedite processing for the following:
    ____a. Travel arrangements for speakers
    ____b. Honorariums
    ____c. Hotel deposit/payment
    ____d. Revolving account for registration payments received

____ 7. Send confirmation letter to speakers (Appendix A, p.19)

____ 8. Send follow-up letter to speakers which specifies travel costs, honorariums, details of the in-service, as well as the specific areas you want addressed in each presentation. Include video release form if you plan to videotape. (Samples of letters to speakers and video release found in Appendix A, p.20)

## 6. Select Appropriate Handouts

As topics and speakers/videos are selected, appropriate hand-outs to accompany your presentations will provide additional information to participants. We have included a selected bibliography after each component in the Presentation section and some sample handouts in Appendix C. You may add other materials as appropriate.

Our conference handouts were presented in a folder, but you may wish to provide participants with a binder or a bound packet of materials. Again, this will depend upon availability of funding. Some publications may be obtained free-of-charge. Local community groups often subsidize efforts of this kind, or you may choose to have your own fundraising activity.

NOTES:

## Checklist #6

## Select Appropriate Handouts

_____ 1. Select handouts from this manual to be copied

_____ 2. Order booklets from resource list (Appendix B) or other sources

_____ 3. Collect materials from state/national conferences:
    Learning Disabilities Association
    Orton Dyslexia Society
    Council of Exceptional Children
    Association of Handicapped Student Services
    Programs and Services

_____ 4. Order and duplicate pertinent articles from bibliography

_____ 5. Consider outside funding to cover costs of duplicating and purchasing materials

_____ 6. Consider packet, folder, or binder for presenting workshop materials, surveys, and evaluation form.

## 7. Determine In-Service Audience

The Los Rios Needs Assessment and feedback from the Campus Task Forces indicated that, while the topics presented could be the same for different audiences (i.e., staff, faculty, business, students), the focus and length of a particular presentation may need to vary. Knowing this, we chose to present three distinct workshops:

1) an all-day conference type in-service for faculty
2) a half-day in-service for non-certificated personnel and administrators
3) a half-day panel-type presentation to link the students with business/vocational persons and community agencies

By scheduling the non-certificated in-service on Friday morning, the student/business/agency panel on Friday afternoon, and the all-day faculty presentation on Saturday, we were able to utilize the same speakers for all three in-service programs.

This in-service plan provided for lower costs, as well as for convenience in speaker scheduling. This is but one model, and you may choose to schedule various groups differently. For example, you may wish to present smaller departmental in-services or provide "brown bag" informal presentations. Many alternatives are possible, limited only by your imagination and the creativity of your task force. You may wish to present a series of topics on sequential days and spread the in-service presentations over a longer period of time.

NOTES:

## Checklist #7

### Determine In-Service Audience

_____ 1. Decide if you want to target a specific audience, combine several groups into one workshop, or present a series of topic presentations to specific audiences

_____ 2. Determine appropriate length of program (i.e., half-day conference) based on needs of audience

_____ 3. Adjust each speaker's focus to particular audience

_____ 4. Evaluate costs and convenience for participants in selecting possible dates and times for conferences

## 8. Create Staff Attendance Incentives

In our formal and informal feedback from staff, we learned that whenever possible, incentives for attendance are desirable. Our grant provided for a $100 stipend for faculty participants who attended on a Saturday. We know of a campus staff development grant that provided a $200 stipend for another type of in-service during this same year in the Los Rios district. When you can show the need and can develop a plan, funds are often available.

Some of our staff expressed more interest in unit credit than in a stipend, so we established a criteria to provide district credit for salary advancement through our personnel office (Appendix A, p.17). About twenty of our faculty chose this incentive and another 105 chose the $100 stipend. Since this grant was oriented toward the student with vocational goals, vocational faculty were given priority registration.

An off-campus location, along with lunch and refreshments can provide an extra incentive for staff to participate. It can help to provide a pleasant environment conducive to a new learning experience. Be creative in finding incentives to encourage your staff to attend. We recently heard of a college that contacted local restaurants which provided gift certificates for lunch and dinner as special appreciation for attending a college-sponsored in-service.

Don't hesitate to look for "hidden money pots" on your campus. Sources such as a college foundation or hospitality fund through your Public Relations office may be the answer. Brainstorm and explore new approaches to obtaining funding. Service organizations such as Rotary, Lions, Kiwanis and Soroptomist often support such activities. A call to the Shriner's or Masonic Lodge may bring some contributions. Major corporations usually have funds for special public relations projects. They might be delighted to have a part in helping the disability cause, especially with the current national emphasis on literacy.

NOTES:

## Checklist #8

### Create Staff Attendance Incentives

____ 1. Investigate availability of staff development/matriculation funds for stipends to certificated and classified staff

____ 2. Contact personnel office regarding unit credit procedure (Appendix A, p.17)

____ 3. Use the Los Rios unit credit procedure or create your own

____ 4. Consider attractiveness of conference location and availability of lunch and refreshments as attendance motivators

____ 5. Contact community sources for contributions toward expenses

## 9. Selection of the In-Service Site/Dates

The site selection will depend largely upon the size and type of audience you intend to serve and your budgetary allowances. The Los Rios model allowed for an off-site location due to grant funding. Because the Learning Disabilities Programs were so new to our district, we realized that an off-campus conference setting would provide an additional attendance incentive and also increase the perception of value and worth of this in-service in the minds of participants.

The advantages of off-site settings include physical removal of the attendees to a comfortable environment, away from telephones and other everyday demands. Most hotel conference rooms are reasonably inexpensive if the hotel is serving and charging for food. We found that the small registration fee would both cover the food expense and increase the commitment of the participant.

If you choose an on-campus site, your plans may not need to be made as far in advance. Whether you select an on-site or off-site location, be sure to check the district or campus master calendar for conflicts in scheduling. You may also want to consider the dates of national and statewide events, as well as local district meetings which have been previously planned. We, for example, could have had greater attendance by many of our key administrators and faculty if our date selection had not conflicted with a major California Assocation of Community Colleges Conference.

You may choose to hold a "Disabilities Awareness Week," as did University of California, Davis in 1988-1989. If you decide on a staff development plan using this type of format, you will need to network with the appropriate disabilities specialists. Again, your creativity will allow you to select the most appropriate format for your institution.

NOTES:

## Checklist #9

### Selection of In-Service Site/Dates

____ 1. Consider availability of funding for off-campus in-service location

____ 2. Determine size of location needed by survey responses indicating interest

____ 3. Consider combining efforts with other community colleges, locating conference on a neutral site

____ 4. Consider on-campus in-service which may be integrated with other activities such as Flex Day, if appropriate

____ 5. Consult campus and district master calendar for possible time conflicts

____ 6. Reserve appropriate date/site

## 10. Evaluation

Evaluation is an essential part of planning any formal in-service presentation. Our evaluation form is in the Evaluation section of this manual. See this for an example of a standard summative evaluation tool. This one was borrowed from a project in Minnesota. Throughout our project, we also used formative evaluation tools such as feedback from the Los Rios Needs Assessment and staff. Involvement of each Campus Task Force provided continual input and on-going evaluation. We also did a lot of networking with several LD specialists to gain their professional opinions and expertise as we selected speakers, materials, and considered alternative approaches. Pre- and post-testing helped to establish the specific needs for our in-service and to measure the impact this workshop had on knowledge and sensitivity of the participants.

For a more informal presentation, where long-range planning and documentation of results are not needed, you may not need formal evaluation instruments. For example, a faculty member may express the need to have an in-service soon and you decide to plan a departmental workshop. In such case, a formalized evaluation may not be necessary.

It may be more important in some informal workshops to generate action and problem-solving strategies, than to get a summative evaluation form from participants. You can always document the workshop activities and resulting action plans. Be sure to share results with your supervisors and administrators --- they appreciate hearing about your activities and successes. Prepare an executive summary for this purpose.

For additional discussion of the evaluation process used in the Los Rios model and of how it can assist in planning for future activities or further in-services, please refer to the Evaluation section of this manual.

NOTES:

## Checklist #10

## Evaluation

_____ 1. Consider purpose for evaluation
    ____a. Measure of participant interest
    ____b. Measure of increased knowledge
    ____c. Measure of presentor effectiveness
    ____d. Measure for future planning

_____ 2. Determine type of evaluation needed
    ____a. Formal
    ____b. Subjective
    ____c. On-going
    ____d. None

_____ 3. Design evaluation plan and instruments. Include both formative (as you go) and summative (at the end) evaluation, if needed.

## Summary Checklist

## Los Rios In-Service Model

____ 1. Select topics

____ 2. Determine audience(s) for workshop(s)

____ 3. Estimate number of participants

____ 4. Determine the number of workshops needed

____ 5. Select date - consider weekday, evening, weekend. (Check against all master calendar conflicts, national and regional conferences, departmental meetings, etc.)

____ 6. Determine appropriate site(s) for in-service
    ___a. Hotel
    ___b. Campus
    ___c. Conference Center
    ___d. Other

____ 7. Reserve site
    ___a. If using a hotel, contact hotels early in order to get your your preferred date - reservations need to be booked well in advance
    ___b. Find out conference rate for speakers' rooms
    ___c. Contact several as conference prices vary considerably

____ 8. Record in-service on master calendar

____ 9. Select speakers
    ___a. Attend conferences to look for potential speakers
    ___b. Network with colleagues
    ___c. Local or national

____ 10. Create tentative workshop plan. Include:
    ___a. Topics
    ___b. Potential speakers
    ___c. Organization

____ 11. Contact potential speakers

____ 12. Contact Public Information Officer to initiate publicity plan

____ 13. Finalize workshop plan

___ 14. Determine incentive for participation
  ___a. Unit credit (district or university)
  ___b. Stipend
  ___c. Release time
  ___d. Dinner
  ___e. Other

___ 15. Decide if food will be served
  ___a. Kind: Coffee and rolls
    Lunch
    Dinner
    Snack
  ___b. Cost

___ 16. Decide on registration fee

___ 17. Determine workshop funding sources/budget
  ___a. Check staff development/matriculation funds
  ___b. Grant
  ___c. Departmental contributions
  ___d. Outside contributions (business, service organizations)
  ___e. Support group fundraising activity
  ___f. Patrons Club

___ 18. Publicize in campus newsletter

___ 19. Design flyer
  ___a. Include detachable registration form
  ___b. Include deadline for return

___ 20. Send flyer

___ 21. Decide if workshop will be videotaped
  ___a. Campus
  ___b. Family/friend/student
  ___c. Professional

___ 22. Develop video release form to be signed by speakers (campus or district may already have one). (Appendix A, p.21)

___ 23. Send and collect video forms

___ 24. Send confirmation letter to speakers. Include conference details and the specific areas you want speakers to address. (Appendix A, p.20)

___ 25. Write and send invitation letter to special invitees

___ 26. Select materials for in-service

___ 27. Duplicate/order in-service materials

___ 28. Send follow-up flyer

___ 29. Collect registration forms and send confirmation letter

___ 30. Complete in-service program plan

___ 31. Develop in-service agenda

___ 32. Design evaluation form

___ 33. Develop sample materials packet

___ 34. Obtain folders for materials packet

___ 35. Solicit administrator to introduce in-service program

___ 36. Obtain clerical support for workshop materials

___ 37. Prepare materials packet

___ 38. Prepare nametags - devise system to indicate if participant has paid registration fee (such as colored dot on tag)

___ 39. Select clerical staff for registration desk on day of conference. Include a "runner" to take care of last minute details.

___ 40. Determine and reserve equipment needed for conference

___ 41. Double check:
    ___a. Speakers
    ___b. Hotel
    ___c. Materials
    ___d. Equipment
    ___e. Support staff

# PRESENTATION

## Understanding Learning ~~Disabilities~~ Differences

## COMPONENTS OF THE PRESENTATIONS

### Selection of the Topics

The components of your presentation will depend upon your needs assessment. It is important not only to present what you believe to be important information concerning learning disabilities, but also to show that you took into consideration the needs of your intended audience.

As stated previously, the Los Rios model represented participants from three uniquely diverse campuses. Even though there were responses from each of these institutions, the Los Rios LD In-Service Needs Assessment revealed consistency between campuses for the top three items of primary interest:

1. Recognizing the signs of students or employees with suspected learning disabilities in order to advise and/or refer.
2. What is really different about the student or employee with learning disabilities from those with other learning problems.
3. Learning styles/teaching styles that affect performance at school/work.

Two other important issues surfaced and were also noted:

1. Legal responsibilities as stipulated by Section 504 and Title V regulations regarding students/employees with learning disabilities.
2. Alternative teaching strategies for working with students who have learning disabilities.

These topics accounted for the subjective interests measured in the Needs Assessment. We then turned to the more objective measures of knowledge and awareness levels shown on the Los Rios LD Awareness True/False Checklist. While the rating scale indicated what the faculty and staff preferred to know, the checklist gave a different view of what they actually knew and, subsequently, may need to learn. The formulation of the subjective and objective measures were created from the LD Specialists' knowledge base, as well as from current issues presented at conferences and in publications. These ideas were then reworked, refined, and approved by the Campus Task Force. The most frequently missed items on the True/False Checklist indicated possible topics to be addressed. They were:

1. The California Committee of Bar Examiners allows extra time for persons with specific learning disabilities taking the Bar Exam. (True; over 60% answered incorrectly)
2. Students with specific learning disabilities may obtain course substitution for math in the California State University system. (True; over 60% answered incorrectly)
3. A student with specific learning disabilities is always of at least average intelligence. (True; over 60% answered incorrectly)

Less often, but frequently missed items:

1. Most college students will perform significantly better when given extra time on exams. (False)
2. Universities and colleges do not exempt students with specific learning disabilities from the minimum course load. (False)
3. Specific learning disabilities always affect reading in one way or another. (False)
4. Section 504 of the Rehabilitation Act of 1973 states that course standards for a student with learning disabilities may be altered. (False)

Measures of both subjective opinion and objective knowledge gave us the topics for presentation at our in-services in the Los Rios Community College District:

1. Characteristics/Subtypes of Learning Disabilities
2. Definition and Eligibility Issues
3. Legal Issues (Rights and Responsibilities)
4. Accommodations (Academic Adjustments)
5. Teaching Strategies

Selection of the speakers and the adjustments made to fit the needs of the three different in-service formats is discussed in the following section.

## Adjustment of the Focus and Length of Speeches

Since we used the same speakers three different times in back-to-back presentations for three distinctly different audiences, we needed to adjust the focus and length of the speeches to meet both the needs of each audience and our time constraints. For example, the Friday morning presentation was primarily for administrators and non-certificated employees of the district. We informed the speakers to give less time to academic strategies/instructional issues and more time to vocational and employment accommodations. Because this was a half-day in-service, the speakers had to condense their respective presentations to about twenty minutes in length.

The Friday afternoon session was designed to link the business/vocational/agency arena with the LD student population, in an attempt to give the student and employer a realistic view of possible workplace accommodations. For that purpose, a panel presentation and discussion format seemed appropriate. Speakers presented briefly and allowed more time for questions and answers. This was a two-hour seminar-type interactive group.

The Saturday all day in-service allowed more time overall for each speaker and focused more on educational issues related to academic adjustments and teaching strategies. One of the major concerns of faculty usually pertains to whether or not a student can expect workplace accommodations in the same way he or she receives adjustments in the classroom. This concern was addressed by all of the presentors. Participants were surprised to hear speakers say that many accommodations are available for employees "in the real world" and that it is important for educators to recognize that time limits in testing situations do not reflect real world expectations.

In reviewing our workshop, we found two major areas of concern:
1) adequate number of breaks, and 2) adequate time for questions at the end of each speaker presentation. For an in-service of this size, we also suggest that there be a microphone in the audience so that each inquiry can be heard clearly. This makes for a sense of responsiveness to the audience. For smaller groups of twenty-five or less, consider a circle discussion or a small group interactive format.

## Selection of the Speakers

One of the most important considerations as we chose speakers was that we had personal knowledge of the quality of their presentations. Many ideas came from attending other conferences and presentations. We noticed that whenever personal stories of successful business persons or professionals were part of a presentation, it was well-attended and well-received. We also noted that a member of the medical profession lended credibility to any presentation on learning disabilities which is, by definition, a disorder of presumed neurological origin. We attended conferences and reviewed the literature to check the current focus needed. In this manner, we chose the speaker slate, which spotlighted professionals in the learning disabilities field and included many professionals who have specific learning disabilities themselves. Poignant personal stories of both the invited professionals and local students from each college in the district were highly powerful and persuasive in creating attitude change.

Each speaker selected had been seen or heard personally or had been highly recommended by a trusted colleague. Some of the speakers we sought were already booked or were out of our budget range, a fact to keep in mind as you choose your presentors.

## Descriptions of Los Rios CCD Presentations

### Characteristics/Subtypes of Learning Disabilities

**Ernest Pecci, M.D.,** Neurologist, Psychiatrist
Walnut Creek, California
- Medical Director, Charles Miller Schools for the Neurologically Impaired, ten years
- Staff Psychiatrist, California Youth Authority, five years
- Research on LD population, Langley Porter Institute, UCSF Medical School.

In this presentation, various characteristics of learning disabilities were described and subtypes were outlined. A presentor in this category will generally be expected to discuss neurological differences and how these affect the organizational, perceptual, and information processing skills of this population in personal, social, academic, and professional/vocational domains. It is helpful to start the in-service with a speaker from the medical community, as this can add credibility and lay the foundation for subsequent presentors. It is equally important to choose someone who is not only powerful, but also charismatic. Many speakers have their own handouts, but be prepared to supplement or provide your own and refer to further reading in a bibliography provided under this heading.

Start your own master list of speakers and references for Characteristics/ Subtypes of Learning Disabilities.

Other recommended speakers for this topic are:

| NAME | CONTACT INFORMATION |
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## Characteristics/Subtypes of Learning Disabilities Reference List

### Pamphlets:

The College Student with a Learning Disability: A Handbook for College and University Admissions Officers, Faculty, and Administration by Susan Vogel, 1985.

College Students with Learning Disabilities by Carol Wren and Laura Segal, DePaul University.

### Books:

Adults with Learning Disabilities Clinical Studies by Johnson & Blaylock, Grune & Stratton, 1987.

Neuropsychology of Learning Disabilities: Essentials of Subtype Analysis by Byron Rourke, Editor - The Guilford Press, 1985.

Neuropsychology Aspects of Learning Disabilities in Adults by Michael McCue, Behavior Neuropsychology Association, Pittsburgh, PA, 1990.

### Videos:

Characteristics of the Learning Disabled Adult (17 minutes) by Nazareth College of Rochester, Rochester, NY.

Strengths & Weaknesses: College Students with Learning Disabilities (28 minutes), Altschul Group, Evanston, Illinois.

A Matter of Perception by Los Rios CCD, Sacramento, CA

## Definition and Eligibility Issues

**Daryl Mellard, Ph.D.,** Coordinator of the Institute for Research in Learning Disabilities, University of Kansas
- Original researcher for the State Chancellor's Office, California Community Colleges Eligibility Model (Friday AM speaker)

**Patricia Harrelson, MA,** Learning Disabilities Specialist, Chancellor's Office, California Community Colleges
- LD Specialist, Columbia Community College, ten years (Saturday speaker)

Daryl Mellard, the Friday speaker, is highly experienced and had the formidable task of speaking in less time than Patricia Harrelson on Saturday. The Chancellor's Office provided these speakers as part of their technical assistance service. This session addressed the eligibility criteria used to identify students with specific learning disabilities in California Community Colleges. The purpose of this component was to present statistics showing the impact of the LD population as one of the most rapidly growing disability groups on California Community College campuses. If you cannot get a Chancellor's Office representative on the date you select, this is a good time to call on a nearby experienced colleague or present this topic yourself. You may also wish to contrast the eligibility issues as articulation concerns between high schools and four year institutions, or you may choose to address national definitions/differences.

Overheads are effective for this component and can be made from materials in your Guidlines for Identification of California Community College Students with Learning Disabilities. It is a good idea to give a handout for any overhead shown. There are other materials which can add to handouts related to LD definition. Consult your bibliography and add to the list started for you on the following page.

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## Definitions/Eligibility Issues Reference List

Pamphlets/Articles:

"Learning Disabilities and the College Student: Identification and Diagnosis", Adolescent Psychiatry: Development and Clinical Studies, University of Chicago Press, 1983.

"Eligibility and Identification Considerations in post-secondary education: A new but old Dilemma", Research in Learning Disabilities: Issues and Future Directions, by S. Vaughn & C. Bos (Eds.) College-Hill Press, 1987.

Books:

Identification and Assessment of Learning Disabled Students at the California Community Colleges: A Final Report of the Consortium for the Study of Learning Disabilities in the California Community Colleges, by L. Best and D. Deshler, Cypress College, 1983.

Assessment in Special Education & Remedial Education, 2nd Edition by Salvia & Ysseldyke, Houghton - Miflin & Co., Boston, 1981

Videos:

Dyslexia: The Hidden Disability, L.D.A.

A Matter of Perception by Los Rios CCD, Sacramento

## Legal Issues

**Paul Grossman, J.D.,** Attorney, Office for Civil Rights, U.S. Department of Education, San Francisco

- Post-Graduate studies at Oxford University, Oxford, England
- Background includes service in Washington, D.C., as well as on the West coast where he is now in Region IX serving Arizona, California, Hawaii, Nevada, Guam, the Trust Territory of the Pacific Islands, and American Samoa.

It should be noted that Paul Grossman spoke as a private citizen on his own time, not as a representative of the Office for Civil Rights. Speaking as an adult dyslexic, and also with experience regarding case laws and precedents, Paul was able to give both personal and legal views appreciated by the audience. His presentation made a dynamic impact on our audiences.

There are other attorneys within the Office for Civil Rights who may be available. You may also want to contact your local district or college counsel, the State Chancellor's Office, or local offices of education. The area of educational law and the pursuing of legal rights for students/employees with learning disabilities is a fairly new focus and is under-represented as a legal specialty. A phone call to the California Bar Assocation may provide names of attorneys who specialize in this area. We encourage you to share good speakers' names with us and with your colleagues. Remember, networking is important to all of us. By sharing, we strengthen each other and the LD field as a whole.

The speaker for this area is most credible if an attorney, but others have effectively addressed and researched this topic. We know of recent software that is available showing case law to support rights and responsibilities relating to learning disabilities.

The speaker needs to address legal issues for both the academic and employment arenas. The legal rights of students and employees are discussed, as well as the legal responsibilities of instructors and employers. A distinction is made between academic adjustments in the educational setting and workplace accommodations. Often instructors believe that adjustments on campus are not possible as accommodations in the "real" world of work. In fact, the employment arena seems to be more accommodative, as a general rule, than the academic setting according to our experts.

Handouts for this presentation are sometimes available from the Office for Civil Rights and other sources. Again, we begin your list of references and count on you to add your favorites. Make this a working document.

## Legal Issues Reference List

Pamphlets:

"The Civil Rights of Students with Hidden Disabilities under Seciton 504 of the Rehabilitation Act of 1973," by the Office for Civil Rights, U. S. Dept. of Education.

"Your Responsibilities to Disabled Persons as a School or College Administrator," by Dept. of Health, Educaiton and Welfare, 1970.

Books:

Unlocking Student Potential by B. Scheiber and J. Talpers, Adler & Adler, 1987.

College and the Learning Disabled Student by C. Mangrum and S. Strichart, Grune & Stratton, 1984.

Videos:

A Matter of Perception by Los Rios CCD, Sacramento, CA

## Academic Adjustments

**Kay Runyan, Ed.M.,** Doctoral Candidate,
University of California, Berkeley

- Counselor/Coordinator, Services to Students with Learning Disabilities, UCB, five years.
- DSPS Coordinator, Lake Tahoe and Los Rios Community College Districts
- Program Specialist, San Juan School District (K-12)
- Currently researching effects of extended exam time for LD university students
- Frequent presentor at local and national conferences

This session focused on the importance of academic adjustments such as extra time on exams, alternative examination modes, taped lectures, auxiliary aids, and distraction-free environments for testing purposes.

It is important to emphasize in this section that four-year colleges and universities provide a variety of academic adjustments. Many community college instructors do not realize, for example, that a university student is sometimes allowed to make course substitutions for certain required courses such as foreign language. We will have more credibility when instructors know that institutions such as Harvard and Stanford provide accommodations for LD students.

Handouts showing samples of common academic adjustments are important to accompany this topic. See your list of preferred handouts and note references we used.

Other recommended speakers:

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## Academic Adjustments Reference List

### Pamphlets:

"Counseling and Accommodating the Student with Learning Disabilities": by D. Brown, President's Committee on Employment of the Handicapped, 1980.

### Books:

Social Development of Learning Disabled Persons by D. Kronick, Jossey - Bass Publication, 1981.

Unlocking Potential (see pg. 36)

### Videos:

A Matter of Perception by Los Rios CCD, Sacramento, CA.

## Workplace Accommodations

**Dale Brown,** Program Manager, The President's Committee on Employment for People with Disabilities, Washington, D.C.

This session focused upon examples of actual workplace accommodations and, at one point, gave the audience a simulation activity which enabled participants to briefly experience the frustrations so often felt by individuals with specific learning disabilities. These kinds of audience participation demonstrations can provide effective involvement that heightens awareness to a level achieved only through experience. Because Dale is also an adult with learning disabilities and an employee in a highly influential government position, her beliefs and statements were taken seriously. The personal stories she related and the accounts of successful job accommodations assisted in changing the attitudes of many participants, as noted in the evaluation comments.

The speaker you select to address this topic needs to include plenty of examples, stories, and, preferably, demonstrations or experiential activities.

**Michael Tita,** Director, Planning Services, U.S. and International 3M Corporation, St. Paul, Minnesota

Michael was a vital link between the business community and our educational world. His presentation was a vivid illustration of the powerful role compensatory strategies play in the lives of the learning disabled. He is another adult who, in spite of academic disappointments, has become highly successful in upper management without a college degree. He discussed the importance of acknowledging learning styles, and describes the accommodations he makes for more effective communication with the employees he supervises who have Ph.D.'s.

These real life stories proved to have greater impact than any informational presentation given by professionals. The emotional aspects of such speeches certainly affects audience attitudes. The personal success approach brings credibility to the fact that LD's really "do have it." In our opinion, inclusion of these adult examples is a powerful and effective component. We highly recommend its inclusion.

**Jim Harkness,** M.B.A., Utility Conservation Consultant
San Diego, California

This speaker was chosen as a luncheon speaker to deliver a note of humor and his own personal story as an adult dyslexic. We looked for an entertaining or humorous speaker to provide a lighter side to the presentations. We recommend an adult with a learning disability who does a comedy routine if you can get one. Most comedians or comediennes of this type are in great demand and have a high price tag on their time.

Another idea is to not include a luncheon speaker and to encourage your audience to discuss the presentations among themselves during lunch. This provides an opportunity for personal involvement and reflection, as well as an opening of dialogue on LD issues.

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## Workplace Accommodations Reference List

Pamphlets/Articles:

"Rehabilitation of Adults with Learning Disabilities: Special Issue" (April, May, June, 1984) Journal of Learning Disabilities. Steps to Independence by D. Brown, President's Committee on Employment of People with Disabilities.

Books:

Education for Employment: A guide to Postsecondary Vocational Education for Students with Disabilities: by M. Krulwich and N. Stout, Heath Resource Center, Washington, D. C.

Videos:

A Matter of Perception by Los Rios CCD, Sacramento, CA.

## Teaching Strategies

**Gail Cheever, M.A.,** Consultant
Strategies Intervention Model Trainer (SIMS)
Bakersfield Community College

This session presented the Strategies Intervention Model (SIMS) developed by University of Kansas research personnel. An overview of all nine strategies developed to date was presented, with one strategy examined in more depth. Many of the mini-strategies are able to be used by instructors with a minimum of modification of current teaching approaches. They are effective instructional strategies for content areas courses which have proven to increase understanding for all students, not only those with specific learning disabiities.

There are many ideas possible for presentation in this session. There are lists of other qualified SIMS trainers available from University of Kansas or C. Hurley at Dimensions in Bakersfield, California. You may have another approach to highlight or wish to present some strategies yourself. The Suggested Teaching Strategies packet (Appendix C) presents easy to use strategies to accommodate and help compensate for specific areas of deficit. Use handouts and overheads to illustrate your points.

Other recommended speakers:

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## Teaching Strategies Reference List

Pamphlets:

HELDS project materials, order from Myrtle Snyder in the Educational Opportunities Program, Central Washington State University, Ellensburg, Washington, 1982.

Books:

Unlocking Potential: College and other choices for Learning Disabled People - A Step by Step Guide by Barbara Scheibers, Adler and Adler, 1987.

Videos:

A Matter of Perception by Los Rios CCD, Sacramento, CA

## Personal Stories of Successful Students with Learning Disabilities

Michael Briggs, Mechanical Engineering student,
Sacramento City College

Chris Bryden, Rhetoric student
University of California, Davis

Kitty Metcalf, Engineering student,
American River College

Kevin Radenz, Business graduate, Sacramento City College
(successfully employed by State of California through
the Limited Examination Applicant Program)

Suzanne Van derHoven, Biology student,
Cosumnes River College

By far the most popular and effective portion of the in-service was the presentations of personal stories, the disappointments and triumphs of living with learning disabilities. We feel strongly that inclusion of successful students and/or employees changes the perception of faculty and staff unlike any other professional presentation. We chose quite successful individuals because our district indicated in the true/false items that most staff still lacked clarity about average to above-average intelligence as criterion for LD eligibility. We realize that the LD population is a heterogeneous group of individuals. We showed a group who have been able to overcome many obstacles and are now highly functional, but not without emotional scars. Our favorite quote in the accompanying video is made by Kitty Metcalf as she tells of an instructor's comment to her, "You can't be learning disabled, you have bright eyes!" These and other student experiences had taught us that we had a lot of faculty attitude adjustment to tackle before we could focus upon the issue that LD impacts each individual differently and that a deficit for one of our students may be a strength in another. We felt the need to help instructors understand that there is considerable variation within the LD population, just as there is within the student population-at-large. Thus, our chosen speakers.

The main goal is to choose your focus in these presentations. If your staff has more LD awareness, then you may wish to focus on emotional issues that accompany having a learning disability, or the heterogeneity, age, gender, ethnic issues, or other considerations. You know best what is needed at your own campus. Your needs assessment, students, and Campus Task Force will assist you. What worked for us is to let folks speak from the heart about personal issues and experiences.

## Personal Stories Reference List

Pamphlets:

College Students with Learning Disabilities: A Student's Perspective by Carol Wren, DePaul University, 1985.

Books:

Susan's Story by S. Hampshire, St. Martin's Press, 1982.

Reversals: A Personal Account of Victory over Dyslexia by Eileen Simpson, Pocket Books, 1979.

Videos:

(See LDA list)

Gifts of Greatness (1 hour) LDA, Culver City, CA

A Matter of Perception by Los Rios CCD, Sacramento, CA

A Note About Handouts:

Copyright laws allow you to copy single pages for classroom use. Your in-service is your classroom. If you need to copy large portions, check with the author and/or purchase the item of interest. Always credit your source.

A Note About Speakers:

Sample letters are found in Appendix A that formally invite and thank speakers. Clarity regarding expectations, times, places, and maps is recommended. Send a copy of the formal agenda showing the entire program as soon as possible. Greet them and meet prior to the early conference. Make sure their stays are pleasant.

A Note About Equipment:

Make sure you have extra bulbs for projectors, extra extension cords, more materials than you think you need, extra nametags, plenty of clerical help for the day of the in-service, and a free person available to handle emergency needs.

# EVALUATION

*Differences*

Understanding Learning ~~Disabilities~~

## EVALUATION COMPONENTS

### Formative Evaluation:

In any model in-service project, it is important to include evaluation of the project as you develop your plan (formative data). Be sure that you have both objective and subjective feedback systems. Effective means for accomplishing this task include:

1) Feedback from your Campus Task Force
2) Data from your needs assessment ratings (more subjective)
3) Pre-test scores from your knowledge measure (more objective)
4) Feedback from other professionals (both subjective and objective), especially for review of speakers and materials to hand out

The previous sections have explained how this information will assist you with selections of topics, speakers, in-service site, audience selection, length of in-service, mode of presentation, and materials.

### Summative Evaluation:

At the end of your project, you will want to show that your in-service had the effect of raising awareness and changing attitudes/behaviors on your campus. The following methods are recommended:

1) Pre-post test of knowledge and awareness (more objective)
2) Rating scale for each speaker and overall in-service program (more subjective)
3) Written documentation of student, administrator, employee or instructor comments that reflect attitude and behavior changes after the in-service occurred

### Future planning:

On the summative evaluation, be sure to include a section that suggests areas to be improved or changed.

1) List suggestions for future in-service topics
2) Determine presentations to be lengthened or shortened
3) Include physical setting, as well as topics and speakers

See samples, next pages.

# Faculty Inservice Evaluation Form

1. Inservice attended: ______________________________

2. Please rate the following items on a scale of 1 to 5; 1 = strongly disagree; 2 = Disagree; 3 = Neither Agree of Disagree; 4 = Agree; 5 = Strongly Agree; NA = Not Applicable.

   a. _____ The inservice content was relevant to my needs.

   b. _____ The inservice gave me new ideas and applications for my teaching and/or professional activities.

   c. _____ This inservice was worth my time.

   d. _____ I have a better understanding of learning disabilities because of this inservice.

   e. _____ The organization and presentation style was adequate.

3. List two specific things you liked about this workshop.

   ______________________________

   ______________________________

4. List two things that would have improved this workshop.

   ______________________________

   ______________________________

5. How were you informed about this inservice?

   ______________________________

   ______________________________

6. For future inservices, what topics would interest you?

   ______________________________

   ______________________________

Please answer "yes" or "no" to the following:

7. Has a student ever identified him/herself to you as a learning disabled student? yes no

   7a. If yes: How many students? __________

7b. Did the student(s) request any modification in class assignments, i.e. tape lectures, untimed tests? yes no

7c. Were you able to allow or assist with the accommodation? yes no

8. If a learning disabled student enrolled in your class, would you want him/her to identify him/herself to you? yes no

9. Have you ever suspected a student in your class was learning disabled? yes no

9a. If yes: Which of these observed behaviors led you to suspect a learning disability?

| | | |
|---|---|---|
| Below average ability to complete all class assignments | yes | no |
| Poor memory for details | yes | no |
| Obvious discrepancy between oral class contribution and written performance on tests/paper | yes | no |
| Exceptionally poor ability to organize information | yes | no |
| Obvious difficulty with reading and/or writing | yes | no |

10. If you suspected a student in your class were leaning disabled, who and where might you refer the student for additional assistance?

____________________ ____________________

____________________ any other?

11. If a learning disabled student were in your class, would you want or need information about that student's special needs? yes no

12. Other comments.

________________________________________

________________________________________

# Average Scores on Evaluation Sheets

Please rate the following items on a scale of 1 to 5; 1 = strongly disagree; 2 = disagree; 3 = neither agree or disagree; 4 = agree; 5 = strongly agree.

## Friday Morning - Administrators, Classified

a) 4.6 The in-service content was relevant to my needs.

b) 4.5 The in-service gave me new ideas and applications for my teaching and/or professional activities.

c) 4.8 This in-service was worth my time.

d) 4.8 I have a better understanding of learning disabilities because of this in-service.

e) 4.7 The organization and presentation style was adequate.

## Friday Afternoon - Students, Business, Community Agencies

a) 4.3 The in-service content was relevant to my needs.

b) 4.2 The in-service gave me new ideas and applications for my teaching and/or professional activities.

c) 4.8 This in-service was worth my time.

d) 4.1 I have a better understanding of learning disabilities because of this in-service.

e) 4.1 The organization and presentation style was adequate.

## Saturday - Certificated

a) 4.5 The in-service content was relevant to my needs.

b) 4.3 The in-service gave me new ideas and applications for my teaching and/or professional activities.

c) 4.6 This in-service was worth my time.

d) 4.5 I have a better understanding of learning disabilities because of this in-service.

e) 4.3 The organization and presentation style was adequate.

# Verbal Comments Following the Inservice

"The best workshop in my 10 years in education. Absolutely outstanding! 'Information and Inspiration' - that's what I remember the most. As a counselor I have to give them information - and also the inspiration to stay in college - and the awareness that they can achieve. The quality of the speakers - that is what was so outstanding. I'm still on a high (5 days later)."

Counselor

"Terrific workshop. Made us aware of learning disabilities."

Vocational Instructor

"Wonderful workshop - was the topic of our dinner conversation until my husband finally said, "Enough! Let's talk about something else. I think what made it so good was the fact that you had three professionals who have been successful despite these problems. They've compensated and learned how to cope. And, you had three students - students who are there now struggling with the problems and trying to make instructors understand that they are real. they aren't asking for anything - they just want awareness that they are capable students."

English Instructor

"I want to congratulate you on such a wonderful workshop. We need more of this kind of thing rather than the mickey mouse stuff we have to go to."

President of Sacramento
Council for the Retarded

"That last gal (Gail Cheever) - I could take five hours of her. I've already been using that strategy. I've modified it for our purposes, and it's great!"

Reading Center
Coordinator

"Clare, I just wanted to call and thank you for such a fine workshop on Saturday. Everyone I've talked with has had only praise. It was very worthwhile or I wouldn't have been happy giving up my Saturday."

Counselor

"This is the first workshop where I did not doodle."

DSPS Coordinator

"You really did this right! This is the best inservice I've seen in 15 years on the subject. Bringing in the success stories was great."

President,
Sacramento City College

# APPENDICES

Understanding Learning ~~Disabilities~~ Differences

# APPENDIX A

Sample Letters

Forms

Other Project Samples

## APPENDIX A

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# In Development

Volume 2, No. 2 Cosumnes River College November 1989

New grant awarded!

## Los Rios wins $60,000 for new learning disabled plan

By David Aagaard

On August 16, 1989, the District was notified that a grant totaling $60,000 was awarded to develop a model plan to inservice college staff and community agencies so they may better serve the vocationally handicapped student. The project is titled, "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A model for Professional Development." These funds are administered through the State Department of Education and the Chancellor's Office of the California Community Colleges.

This project proposes a cost-effective staff development model to address the issue of sensitivity to the need for "reasonable accommodations' for disabled students in both the educational and employment arenas. Because of the mystique of learning disabilities and its emerging focus as the most rapidly growing disability group on California community college campuses, this project will develop a plan to in-service college staff and community agencies so that they may better serve the vocationally-oriented segment of this population.

Continued page 2

## Certificate Maker empowers instructor

By Alice Tidwell

"It's always appropriate to say thank you. It doesn't always have to be in the same way." This is how Erna Olsen started our interview regarding her use of the new Staff Development Center here at Cosumnes River College.

This month's interviewee, besides teaching Health Science, is involved with many exciting projects on and off campus. Mrs. Olsen is currently President of Soroptimist International of Rio Cosumnes, Coordinator of the Kissinger International Award for the SI Sierra Nevada Region of California and Nevada, and is on numerous campus committees. Sometimes she is referred to as the "tree lady" because of her long interest in the beautification of this campus. Mrs. Olsen co-chaired the Substance Abuse and AIDS Symposiums on this campus. She is also a past Faculty Senate President.

"Following the planting of 46 trees on October 8 during Family Fun Festival Day, we wanted to get word out concerning the impressive participation by Soroptimist

Continued page 2

BEST COPY AVAILABLE

## Using Certificate Maker

*(Continued from Page 1)*

International of Rio Cosumnes, Rotary Club of Elk Grove, Florin-Elk Grove Kiwanis, Elk Grove Lions Club, and Rotary of Valley Hi. We had outstanding cooperation between campus and community. It was important to let everybody know their efforts were appreciated. It is one thing to have the official letter of thanks coming from Cosumnes River College. It is also a fun thing to prepare a certificate of recognition with the logo of 'Great Job' in the corner."

Last month, Millie Vannoy (who staffs the Staff Development Center) included a list of programs available for use by staff and faculty in the newsletter *In Development*. One of the software programs listed for our Macintosh was *Certificate Maker*. It is a program that provides more than 200 professionally designed, partially completed certificates.

"In less than 45 minutes, Millie taught me to process and produce a good looking first draft." Mrs. Olsen returned to the Staff Development Center later that same day for an additional few minutes to change the font size and experiment with another border for the finished product. "That evening people received their certificates. The recipients appreciated the innovative approach. The certificates looked very professional."

"I'm still learning about computers. It is exciting to explore a new area. The Macintosh is not intimidating. I was impressed with the quick results. *Certificate Maker* is a unique way to respond to participants. I am looking forward to exploring more of the programs. Millie provides a most helpful, non-threatening atmosphere in which to learn. She is available Monday through Friday, 10 a.m. to 2 p.m., for training and consultation. An appointment (call extension 220) gives you priority over drop-ins."

Macintosh is accessed through a very simple system of menus. You choose what you want to do by using a "mouse" to point at the "icon" of your choice, then "click" the button on the mouse. Mrs. Olsen says, "Be willing to experiment with the icons and the mouse. You're not going to do something wrong. This is one little mouse that's your friend. We're in a computer world. Don't hesitate to get your feet wet."

Mrs. Olsen doesn't limit this advice to computers. Is this why she seemed so vibrant and alive when we first met? She has taken flying lessons, recently completed her forth semester of photography, studied in China, and this past summer went to Malaysia and Singapore. "You're never too old to learn."

## Disability study funded

*(Continued from page 1)*

The primary outcome of this project will be a district-wide workshop later in this school year for which workshop participants will be able to receive a stipend or unit credit as incentive for attendance.

A district Advisory Committee will oversee project design and implementation procedures. A Task Force will be established at each of the three colleges in the Los Rios Community College District to work with the Learning Disabilities Coordinators already assigned to each campus. This group will work jointly to prepare and evaluate in-service workshop materials. Task Force members will serve as liaison with respective constituency groups on each campus.

At Cosumnes River College, David Aagaard will be the Project Coordinator for individual campus activities and will assume joint responsibilities for coordination between the three campuses and will be working with the Task Force in workshop planning, presentation, and evaluation.

It is hoped that increased campus/community awareness and sensitivity to issues of educational access for all individuals will be a direct result of this project.

***In Development***
**is an monthly newsletter produced for the Staff Development Committee at Cosumnes River College.**

*Editors:*
**Janet Barrows**
**Rick Boeck**
**Millie Vannoy**

Faculty and staff are encouraged to send articles and items of interest to Millie Vannoy in the Staff Development Center.

# SAMPLE LETTER

## INVITATION TO SERVE ON CAMPUS TASK FORCE OR ADVISORY GROUP

October 9, 1989

Dear ,

You have been recommended to serve as a member of the Sacramento City College Task Force for a recently funded Vocational Education Project, "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development."

Because of the mystique of learning disabilities and its emerging focus as the most rapidly growing disability group on California Community College campuses, this project will develop a plan to in-service college staff and community agencies so that they may better serve the vocationally-oriented segment of this population. This project proposes a staff development model which will address the issue of sensitivity to the need for "reasonable accommodations and appropriate instruction" for disabled students in both the educational and employment arenas.

The role of the campus task force will be to participate in project development and to act as a liaison between the Learning Disabilities Program and staff members in your department. As a member of this group, you will be involved in a district-wide task force with similar groups on the American River and Cosumnes River campuses.

Because you possess talents and skills which will help to make this project a success, I would very much appreciate your participation. If you would like more information or details regarding the project and/or responsibilities of committee members, please feel free to contact me at (916) 449-7283. Please respond by October 25, 1989.

Thank you very much for your consideration in becoming a part of this exciting project. I look forward to hearing from you soon.

Sincerely,

Ann Schafer
Project Coordinator

# UNDERSTANDING AND INSTRUCTING THE LEARNING DISABLED COLLEGE STUDENT WITH VOCATIONAL GOALS: A MODEL FOR PROFESSIONAL DEVELOPMENT

American River College
Campus Task Force Committee Minutes
November 21, 1989 2:00 PM

## I. MEMBERS PRESENT

Jim Cox
Clare Gavin
Ben Harrell
Phyllis Hernandez
Joe Howard
Chris Montoya
Myron Nadolski
Stacey Penn
Julie Shank
Donna Smith

## II. INTRODUCTIONS

Each member was first asked to complete a Needs Survey drafted by Project Coordinators designed to pre-test community college staff and business community knowledge of learning disabilities. As everyone arrived and completed the survey, introductions were made.

## II. GRANT PURPOSE AND OVERVIEW

Clare Gavin explained that this vocational education grant has been designed to develop an understanding of, and sensitivity to, the needs of students with learning disabilities. She stated that this project will focus on creating an awareness among campus faculty and staff, as well as the business community where students will transition. The role of the Campus Task Force was explained. This will be an advisory group to assist in development of the program. Ms. Gavin explained that a State Advisory Committee has been created to oversee project development and that the final goal is to replicate this program through training workshops, videotapes and manuals.

## III. SURVEY

The committee analyzed and commented on the survey. It was suggested that a different version of the survey be drafted which would focus on the business community. Jim Cox, business representative from Aerojet Tech Systems, noted that an employer would not be concerned with specific educational requirements such as foreign language. The need for a business version of the survey was supported by members of the task force. It was also noted that the survey should address the issue of "invisible disability," as well as the fact that people with learning disabilities can be very brilliant in specific areas. Joe Howard suggested that the order of the first two questions be reversed so as not to overwhelm the test-taker at the very beginning. Donna Smith suggested that the questions be numbered and that instead of true/false on page 3, perhaps the statement should read, "Check the ones below which you think are true." There was also concern with the second page in that some members felt that faculty would feel obligated to check all of the accommodations, even though they might not be offering them.

IV. NEXT MEETING

Ms. Gavin announced that the next meeting is scheduled for December 8, at 1:00 p.m. in The Boardroom at the District Office. She explained that the surveys, after having been revised, would be presented to task force members at the districtwide meeting.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

December 11, 1989

To: Dr. Marjorie Blaha, Chancellor

From: Learning Disabilities Coordinators: David Aagaard, CRC
Clare Gavin, ARC
Ann Schafer, SCC

Re: VEA Grant #88-0465: "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development."

We would like to ask your assistance as we begin to implement the objectives of this grant. This project is an important step in districtwide efforts to retain the at-risk population of students with learning disabilities.

This is a staff development project. We must first assess the existing level of awareness in order to determine specific in-service needs. It is important that we receive in-put from faculty, classified staff, administrators, and students. Therefore, we would appreciate your request to the three college Presidents that they encourage full response to this survey from all district employees. After you have had the opportunity to discuss this at the Chancellor's Cabinet Meeting on Tuesday, we would like to obtain each President's signature on a memo that will be attached to each survey. Please advise them that we will be contacting them by Wednesday, December 13, for an appointment.

Should you have any questions, please feel free to contact any of the Learning Disabilities Coordinators.

CRC

COSUMNES
RIVER
COLLEGE

December 13, 1989

TO: All Faculty and Staff

FROM: Dr. Gary Straus

RE: VEA Grant #88-0465: "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development."

This project is designed to offer quality staff development workshops for Los Rios Employees in order to better serve our students with learning disabilities. We can agree that the needs of "high-risk" students must be met appropriately and that faculty and staff input is essential to the workshop plan.

To ensure the success of this project please complete the attached survey and return to your area office by January 10, 1990.

Thank you for your cooperation.

## UNDERSTANDING AND INSTRUCTING THE LD COLLEGE STUDENT: A VEA PROJECT SURVEY

A districtwide workshop is currently being planned to provide information related to learning disabilities. The following survey will help us plan the workshop content. Use the scale below to rate the items in terms of your interest and needs:

1---------------------2--------------------3---------------------4---------------------5

Very Interested Not interested at all

I would like to know more about:

1.______ Circumstances when extended time and/or proctoring of exams is an appropriate accommodation for students with learning disabilities.

2.______ Alternative teaching strategies for working with students who have learning disabilities.

3.______ Scientific research related to the causes of learning disabilities.

4.______ Learning difficulties related to auditory processing deficits (verbally presented material and complex language processing).

5.______ My legal responsibilities as stipulated by Section 504 and Title V regulations regarding students/employees with learning disabilities.

6.______ Attention Deficit Disorder (problems with sustaining attention and concentration).

7.______ Rationale for alternative or modified testing procedures.

8.______ Recognizing the signs of students or employees with suspected learning disabilities in order to advise and/or refer.

9.______ What is really different about the learning disabled student or employee from those with other learning problems.

10.______ Definition and eligibility criteria for learning disabilities in California Community Colleges.

11.______ Uses of adaptive technological devices for students/employees with learning disabilities (electronic speller, word processor, etc.).

12.______ Appropriate use of human resources such as readers, notetakers, and tutors.

13.______ What constitutes a "reasonable" accommodation.

14.______ Differences/similarities of accommodations used in the academic arena as compared with those used in the workplace.

15.______ Learning styles/teaching styles that affect performance at school/work.

16.______ Location and availability of assistance for learning disabled students on campus or employees in the workplace.

17.______ Please rate your interest in attending a workshop on these issues.

Other issues: ________________________________________

__________________________________________________.

(continued on page two)

PAGE TWO - PROJECT SURVEY

Check all of the following statements which you believe to be true:

1.______ Most college students will perform significantly better when given extra time on exams.

2.______ A person with a specific learning disability who has remediation early in life will outgrow his/her learning disability.

3.______ Required courses such as foreign languages are not waived or substituted at major universities such as Harvard.

4.______ A person with an IQ over 135 would not be considered learning disabled.

5.______ The California Committee of Bar Examiners allows extra time for persons with specific learning disabilities taking the Bar exam.

6.______ Students with specific learning disabilities may obtain course substitution for math in the California State University system.

7.______ A good reader will not have specific learning disabilities.

8.______ Universities and colleges do not exempt students with specific learning disabilities from the minimum course load.

9.______ Specific learning disabilities always affect reading in one way or another.

10.______ Mental retardation is another name for specific learning disabilities.

11.______ Learning another language first can often create a specific learning disability.

12.______ Bright students do not have difficulty with time management and organizational skills.

13.______ Section 504 of the Rehabilitation Act of 1973 states that course standards for a student with learning disabilities may be altered.

14.______ A student with specific learning disabilities is always of at least average intelligence.

15.______ A college instructor is always entitled to know who among his/her students is learning disabled.

16.______ There are many sub-types of dyslexia.

17.______ Most problems with the learning disabled could be remedied by simply more homework hours spent by the student.

18. Department/Area of employment ______________________________

If you would like more information or immediate assistance, please contact your campus Learning Disabilities Coordinators:

| | | | |
|---|---|---|---|
| David Aagaard | - | 688-7275 | CRC |
| Clare Gavin | - | 484-8487 | ARC |
| Ann Schafer | - | 449-7283 | SCC |

VEA (Vocational Education Act) Project #88-0465
Los Rios Community College District

## UNDERSTANDING AND INSTRUCTING THE LD COLLEGE STUDENT: A VEA PROJECT SURVEY

Workshops are currently being planned in the Los Rios Community College District to provide information related to learning disabilities. The following survey will help to plan the workshop content. Use the scale below to rate the items in terms of your interest and needs:

1------------------2--------------------3--------------------4---------------------5
Very Interested Not Interested At All

I would like to know more about:

1._______ Effective training strategies for supervisors of employees with specific learning disabilities.

2._______ Situations when extended time is an appropriate accommodation for employees with learning disabilities.

3._______ Scientific research related to the causes of learning disabilities.

4._______ Handling the problem of the employee or co-worker who misunderstands directions and/or instructions due to specific learning disabilities.

5._______ My legal responsibilities as stipulated by Section 504 of the Rehabilitation Act of 1973 regarding employees with learning disabilities.

6._______ Attention Deficit Disorder (problems with sustaining attention and concentration).

7._______ Rationale for providing alternative methods to test skill levels for initial employment, performance evaluation, and advancement.

8._______ Recognizing the signs of co-workers with suspected learning disabilities in order to advise and/or refer.

9._______ What is really different about employees with specific learning disabilities from those who have other problems.

10._______ Definition of specific learning disabilities.

11._______ Uses of adaptive technological devices in the workplace (electronic speller, word processor, tape recorder, books on tape, etc.).

12._______ What constitutes a "reasonable" accommodation in the workplace.

13._______ Learning styles that affect work performance.

14._______ Location and availability of employee assistance programs for co-workers with specific learning disabilities.

15._______ Please rate your interest (1-5) in attending a workshop on these issues.

Other issues: ________________________________________

____________________________________________________.

Job Title : ________________________________________.

Department: ________________________________________.

VEA (Vocational Education Act) Project #88-0465
Los Rios Community College District

## UNDERSTANDING AND INSTRUCTING THE LEARNING DISABLED COLLEGE STUDENT WITH VOCATIONAL GOALS: A MODEL FOR PROFESSIONAL DEVELOPMENT (VEA Project #88-0465)

## PRELIMINARY SURVEY RESULTS

Survey results have been compiled for each campus and the district office. Listed below is a summary of districtwide interests:

**Item 8.** Recognizing the signs of students or employees with suspected learning disabilities in order to advise and/or refer.

**Item 9.** What is really different about the learning disabled student or employee from those with other learning disabilities.

**Item 15.** Learning styles/teaching styles that affect performance at school/work.

The following is a list of the percentage returns of the surveys from each group on each campus:

| | SCC | ARC | CRC | DO |
|---|---|---|---|---|
| Administrators | 55% | 67% | 43% | 20% |
| Certificated | 15% | 25% | 16% | |
| Counselors | 32% | 48% | 43% | |
| Classified | 25% | 20% | 17% | 20% |
| Total | 21% | 22% | 19% | 20% |

The attached survey is marked to indicate preferences of individual areas surveyed as well as responses to the knowledge questionnaire (page two of survey).

## UNDERSTANDING AND INSTRUCTING THE LD COLLEGE STUDENT: A VEA PROJECT SURVEY

A districtwide workshop is currently being planned to provide information related to learning disabilities. The following survey will help us plan the workshop content. Use the scale below to rate the items in terms of your interest and needs:

1--------------------2--------------------3--------------------4--------------------5
Very Interested ... Not interested at all

I would like to know more about:

1.______ Circumstances when extended time and/or proctoring of exams is an appropriate accommodation for students with learning disabilities.

Ad, Ce, Co 2.______ Alternative teaching strategies for working with students who have learning disabilities.

Co 3.______ Scientific research related to the causes of learning disabilities.

4.______ Learning difficulties related to auditory processing deficits (verbally presented material and complex language processing).

Ad, Ce, Cl. 5.______ My legal responsibilities as stipulated by Section 504 and Title V regulations regarding students/employees with learning disabilities.

Cl, Co. 6.______ Attention Deficit Disorder (problems with sustaining attention and concentration).

7.______ Rationale for alternative or modified testing procedures.

Ad, Ce, Cl, Co. 8.______ Recognizing the signs of students or employees with suspected learning disabilities in order to advise and/or refer.

Ad, Ce, Cl, Co. 9.______ What is really different about the learning disabled student or employee from those with other learning problems.

Cl 10.______ Definition and eligibility criteria for learning disabilities in California Community Colleges.

Cl. 11.______ Uses of adaptive technological devices for students/employees with learning disabilities (electronic speller, word processor, etc.).

12.______ Appropriate use of human resources such as readers, notetakers, and tutors.

Ad. 13.______ What constitutes a "reasonable" accommodation.

14.______ Differences/similarities of accommodations used in the academic arena as compared with those used in the workplace.

Ad, Ce, Cl, Co. 15.______ Learning styles/teaching styles that affect performance at school/work.

Cl. 16.______ Location and availability of assistance for learning disabled students on campus or employees in the workplace.

17.______ Please rate your interest in attending a workshop on these issues.

Other issues: ______________________________________________

______________________________________________________.

(continued on page two)

Ad = Administrators
Ce = Certificated
Cl = Classified
Co = Counselors

## PAGE TWO - PROJECT SURVEY

Check all of the following statements which you believe to be true:

** 1. F Most college students will perform significantly better when given extra time on exams.

2. F A person with a specific learning disability who has remediation early in life will outgrow his/her learning disability.

3. F Required courses such as foreign languages are not waived or substituted at major universities such as Harvard.

4. F A person with an IQ over 135 would not be considered learning disabled.

*** 5. T The California Committee of Bar Examiners allows extra time for persons with specific learning disabilities taking the Bar exam.

*** 6. T Students with specific learning disabilities may obtain course substitution for math in the California State University system.

7. F A good reader will not have specific learning disabilities.

** 8. F Universities and colleges do not exempt students with specific learning disabilities from the minimum course load.

** 9. F Specific learning disabilities always affect reading in one way or another.

10. F Mental retardation is another name for specific learning disabilities.

11. F Learning another language first can often create a specific learning disability.

12. F Bright students do not have difficulty with time management and organizational skills.

** 13. F Section 504 of the Rehabilitation Act of 1973 states that course standards for a student with learning disabilities may be altered.

*** 14. T A student with specific learning disabilities is always of at least average intelligence.

15. F A college instructor is always entitled to know who among his/her students is learning disabled.

16. T There are many sub-types of dyslexia.

17. F Most problems with the learning disabled could be remedied by simply more homework hours spent by the student.

18. Department/Area of employment ____________________

If you would like more information or immediate assistance, please contact your campus Learning Disabilities Coordinators:

David Aagaard - 688-7275 CRC
Clare Gavin - 484-8487 ARC
Ann Schafer - 449-7283 SCC

VEA (Vocational Education Act) Project #88-0465
Los Rios Community College District

*** = Every group scored less than 60% correct on these items.
** = Other items most frequently missed.

# In Development

Volume 2, No. 6 Cosumnes River College April 1990

## Learning Disabilities plans inservices for April

By David Aagaard & Stacey Penn

Inservices designed to create an awareness of and sensitivity to college students with learning disabilities are currently being organized for faculty and staff.

The inservices are planned for April 20th (morning only) for administrators and classified employees and April 21st for certificated employees. An additional Friday afternoon session is also planned for students, community agencies, and local businesses.

These workshops will be held at the Sacramento Hilton. A stipend of $100 or 1.0 unit of credit will be offered to certificated attendees.

A special thanks to everyone who completed the needs assessment survey which was conducted throughout the Los Rios District in January. Topics were selected for the inservice based on those responses. The topics include characteristics of learning disabilities, appropriate accommodations, legal issues, and effective teaching strategies.

Professionally recognized speakers from such organizations as UC Berkeley, the President's Committee on Employment for People with Disabilities, the Office of Civil Rights, and the 3M Corporation will be addressing conference participants on both Friday and Saturday.

For those of you who completed the true/false section of the January survey, we have included a copy of it here with

Continued page 8

For additional information contact David Aagaard or Stacey Penn at extension 302.

## Conference proves relevant to staff

By Hoyt Fong & Larry Dun

We recently had the opportunity to attend an excellent conference entitled "Asian Pacific Americans in Higher Education". The program began with Dr. Joyce Tsunoda, Chancellor Hawaii Community Colleges, emphasizing the educational barriers for Asian Pacific students as they relates to the "model minority" syndrome and the lack of professional opportunity for Asian Pacific educators due to behavioral stereotyping (i.e. managers). Emphasis was given to the Asian Pacific woman and her dual minority imagery.

Dr. Chang-Lin Tien, Appointed Chancellor at the University of California, Berkeley, gave a resounding keynote to address his personal tribulations and a brief overview of the challenges facing diversity at the flagship campus, Berkeley.

The "Children of War" panel gave the audience specific positive and negative issues which impacted these Immigrant from Different Shores" delivered an author's reading of his best seller which has given him the Pulitzer nomination. Dr. Takaki gave us a glimpse of the contributions of some of the 23 ethnic groups of Asian Pacific to the history of the United States.

Dr Ludy Ongkeko, Editor of *Sociological Review*, spoke about 'publishing' for Asian/Pacifics and the value of contributing by writing. Dr. Ongkeko offered her free editorial review services to assist Asian Pacific educators. She received over 30 requests to review initial writings.

This conference and organization is relevant, updated and very current issue oriented. This type of staff development was an excellent choice for our participation. Presentations regarding this conference have been made at a Counseling Staff Meeting, an Affirmative Action Advisory Committee meeting, and to the President's Cabinet.

Editor's note: Additional information pertaining to this conference has been

BEST COPY AVAILABLE

# Inservices planned

*(Continued from page 7)*

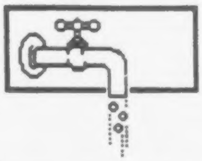
the correct answers. Only four of these statements are true. For more discussions and for answers to all your questions, please consider attending the April workshops. Information on how to register will be available by March 22. Hope to see you there!

## Learning disabilities project survey

1. Most students will perform significantly better when given extra time on exams.
2. A person with a specific learning disability who has remediation early in life will outgrow his/her learning disability.
3. Required courses such as foreign languages are not waived or substituted at major universities such as Harvard.
4. A person with an IQ over 135 would not be considered learning disabled.
5. The California Committee of Bar Examiners allows extra time for persons with specific learning disabilities taking the Bar exam.
6. Students with specific learning disabilities may obtain course substitution for math in the California State University system.
7. A good reader will not have specific learning disabilities.
8. Universities and colleges do not exempt students with specific learning disabilities from the minimum course load.
9. Specific learning disabilities always affect reading in one way or another.
10. Mental retardation is another name for specific learning disabilities.
11. Learning another language first can often create a specific learning disability.
12. Bright students do not have difficulty with time management and organizational skills.
13. Section 504 of the Rehabilitation Act of 1973 states that course standards for a student with learning disabilities may be altered.
14. A student with specific learning disabilities is always of at least average intelligence.
15. A college instructor is always entitled to know who among his/her students is learning disabled.
16. There are many sub-types of dyslexia.
17. Most problems with the learning disabled could be remedied by simply more homework hours spent by the student.

### ANSWERS

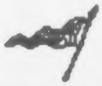
| | | | | | |
|---|---|---|---|---|---|
| 1. F | 2. F | 3. F | 4. F | 5. T | 6. T |
| 7. F | 8. F | 9. F | 10. F | 11. F | 12. F |
| 13. F | 14. T | 15. F | 16. T | 17. F | |



Let's keep information flowing. Learn new things and pass on the information.

## Congratulations are in order!

Desi Baker, Craig Baker's daughter, has received $700 in scholarship funds from the California Restaurant Association. Desi is interested in completing an A.A. degree from CRC in Foodservice and would like to pursue a career in foodservice management.



Good things are happening at CRC.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

UNDERSTANDING AND INSTRUCTING THE LEARNING DISABLED COLLEGE STUDENT WITH VOCATIONAL GOALS: A MODEL FOR PROFESSIONAL DEVELOPMENT (VEA PROJECT #88-0645)

DATE: February 1, 1990

TO: Chuck Synold
Vice President, Instruction

FROM: Stacey Penn
VEA Project Assistant

RE: Stipend and Unit Credits for Workshop Attendance

I am currently working with Dr. Linda Wark and Ann Schafer on a districtwide vocational education grant designed to create an awareness among community college staff as to the needs of students with specific learning disabilities. As part of this grant, workshops will be provided for the Los Rios Community College certificated faculty. Participants will be offered either a stipend or unit credit. Dr. Wark has suggested that I contact your office regarding the procedure for establishing stipend and unit credit. Since we are now in the planning stages of the workshop, I would appreciate this information as soon as possible. I can be contacted at 283 or 484-8487.

Thank you very much for your assistance.

cc: Linda Wark, Project Director
Ann Schafer, Project Coordinator

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CRC
Commitment · Quality · Innovation

COSUMNES
RIVER
COLLEGE

8401 Center Parkway
Sacramento CA
95823-5799
(916) 688-7145

Los Rios Community
College District

MEMORANDUM

Date: 4/3/90

To: CRC Full & Part-time Certificated Faculty

From: David Aagaard, Learning Disabilities Program

Re: APRIL 21st LEARNING DISABILITIES IN-SERVICE, SACRAMENTO HILTON

$100.00 stipend available!

There are still 14 openings for CRC full and part-time certificated staff at the Saturday, April 21st, Learning Disabilities In-Service. Return your registration form to the CRC LD Program office by Friday, April 6th, and indicate whether you are interested in the $100.00 stipend or one unit of district credit.

If you need further information, or another copy of the registration form, please call me at 688-7275 Monday through Thursday.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

DATE: March 20, 1990

TO: Dr. Jeanne Good

FROM: David Aagaard
Clare Gavin
Ann Schafer

RE: Unit Credit for Staff Development Project #88-0465

Thank you for providing us with the necessary information which will enable us to offer unit credit for the upcoming Learning Disabilities Awareness in-service. Below are the details of our plan:

- One unit of credit will be offered.
- Each participant will be required to attend the eight-hour workshop on Saturday, April 21.
- Each participant will be required to complete a ten-hour follow-up project.
- The follow-up project will relate to implementation of new teaching strategies presented at the workshop.
- The Learning Disabilities Coordinators will monitor the follow-up project on each campus.

We appreciate your input and support for this project. Should you have any questions, please do not hesitate to contact any of us or Stacey Penn, Project Assistant, at 484-8487 or 449-7283. Please notify us if there are any changes that need to be considered in this plan. We look forward to hearing from you soon so that unit credit can be announced as an option to the stipend.

cc: L. Wark

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# Differences
# Learning ~~Disabilities~~ In-Service

## Unit Credit Procedure

1. Read all packet materials. Further materials will be distributed by L.D. Coordinator as needed for your specific
2 hrs. instructional area.

2. Attend at least one case conference with L.D. Coordinator to review typical profiles of students with specific learning
2 hrs. disabilities.

3. Choose at least three accommodations and/or strategies that could be applied in your area of instruction and prepare a written report on how you plan to implement these ideas.
2 hrs.

or

Report on successful accommodations/strategies you have already used and would suggest to other faculty. (Write or tape your report)

4. With the L.D. Coordinator, prepare and present an overview for your department on this learning disabilities in-service. Provide a summary evaluation of your presentation. Include responses
2 hrs. of the group, level of receptivity, and awareness of the group. Suggest future topics to be addressed by the L.D. staff.

5. Give a presentation to your class which discusses the rationale for providing accommodations to students with specific learning
2 hrs disabilities. Report your results, as indicated in #4 above.

| | |
|---|---|
| 10 hrs. | Follow up activities. |
| 8 hrs. | In-Service participation. |
| 18 hrs. | Total required for 1 unit credit. |

Contact persons:

| | | |
|---|---|---|
| Dave Aagaard | CRC | 686-7275 |
| Clare Gavin | ARC | 434-8487 |
| Ann Schafer | SCC | 449-7283 |

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

March 28, 1990

Dr. Ernest Pecci
38 Tierra Verde Ct.
Walnut Creek, CA 94598

Dear Dr. Pecci,

This letter is to confirm our phone conversation regarding your participation in the Los Rios Community College Learning Disabilities Awareness in-service program. We would like to thank you for agreeing to be a presenter at this workshop on April 20 and 21. Your contribution will undoubtedly be of significant value in our efforts to inform the college and business communities about the impact of learning disabilities.

Enclosed are the registration forms which provide an overview of the three in-service programs. Also included is a video release form which requires your signature. We are planning to produce a videotape from the sessions that will be disseminated to the 108 community colleges in California. It is important that this form be returned by April 6. A self-addressed stamped envelope is enclosed for your convenience.

We are currently developing a workshop program and would appreciate your sending a vita and any other information that you would like included. Also, please verify that your name is spelled correctly and that your title is listed accurately. The complete program schedule will be sent to you within the next week along with an outline of the issues we would like you to address in your presentation. Please call if you have any questions. We are very pleased that you have agreed to be a part of this exciting project.

Sincerely,

Stacey

| | | |
|---|---|---|
| Stacey Penn | Project Assistant | (916) 484-8487 |
| David Aagaard | Cosumnes River College | (916) 688-7275 |
| Clare Gavin | American River College | (916) 484-8487 |
| Ann Schafer | Sacramento City College | (916) 449-7283 |

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LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

April 9, 1990

Ernest Pecci, MD
38 Tierra Verde Ct.
Walnut Creek, CA 94598

Dear Dr. Pecci,

Enclosed please find the Learning Disabilities Awareness in-service programs. You will note that there are three distinct sessions.

You are scheduled for a 45 minute presentation on Friday morning, as well as an hour presentation on Saturday morning. During the Friday afternoon session for students and invited participants from the business community and service agencies, you will be invited to discuss characteristics of specific learning disabilities in an informal panel. You will be among six panel members who will each speak for 10 to 15 minutes. We are planning a question and answer session or small group dialogue for the remainder of the time. There will be approximately 60 participants in each of the Friday sessions and 160 participants on Saturday.

Following is a list of topics which we would like you to address in your presentation:

- Characteristics of learning disabilities (dyslexia, auditory dyslexia, language processing, ADD)

- Sub-types of learning disabilities

- What is really different about the student with this "invisible handicap"

- Neurological differences and how these affect organizational and perceptual skills (Dr. Gallaburda's research on brain organization)

- Secondary psychological and emotional effects

Enclosed are some materials we thought you might find helpful.

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You will receive an honorarium of $500. As we discussed, the grant will reimburse your travel and hotel expenses. Meals are reimbursed at a maximum of $30.00 per day or at the rate of $5.00 for breakfast, $9.00 for lunch, and $16.00 for dinner. Incidentals are limited to a maximum of $5.00 per full 24 hour period. Original receipts are required for airfare, hotel and miscellaneous expenses such as shuttle or taxi services. The reimbursement process will be expedited if you leave the receipts with us before you leave the conference.

We are looking forward to meeting with you here in Sacramento. Should you have any questions, please do not hesitate to contact one of us as soon as possible.

Sincerely,

Stacey

| | | |
|---|---|---|
| Stacey Penn | Project Assistant | (916) 484-8487 |
| David Aagaard | Cosumnes River College | (916) 688-7275 |
| Clare Gavin | American River College | (916) 484-8487 |
| Ann Schafer | Sacramento City College | (916) 449-7283 |

LOS RIOS COMMUNITY COLLEGE DISTRICT

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**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

## PERSONAL RELEASE

I, ________________________________________, hereby grant to Los Rios Community College District the right to record my likeness and/or voice and to incorporate the same into a film, video tape, slide show or other such media, and to use or authorize the use of such media or any portion thereof.

I hereby release and hold Los Rios Community College District free and harmless from any claims of copyright, libel, slander, invasion or violation of privacy or other similar rights that I may hold or assert.

SIGNATURE: ____________________________________

ADDRESS: ____________________________________

____________________________________

DATE: ____________________________________

PRODUCTION: LEARNING DISABILITIES AWARENESS IN-SERVICES

*American River College*
4700 COLLEGE OAK DRIVE SACRAMENTO CA 95841
916 484-8011

February 2, 1990

Mr. David Elzer
Andrea Jaffe, Inc.
9229 Sunset Blvd.
Suite 414
Los Angeles, CA 90064

Re: Learning Disabilities Workshop Speaking Engagement

Dear Mr. Elzer:

The Los Rios Community College District is currently working on a statewide grant designed to create an awareness among community college staff as to the needs of college students with learning disabilities.

This grant will serve as a model in-service program for the 108 community colleges in California. Many talented people have learning disabilities and Mr. Cruise would most definitely be able to convey this most important message to our educators.

The workshop is planned for April 20 and 21, 1990. We would like to know by February 15, 1990, if Mr. Cruise is interested in being a keynote speaker for this event and if he would be available on these dates. Also, since this is a federally funded project with limited funding, it is important for us to know the fees involved for his appearance (honorarium, travel expenses, etc).

I can be reached at (916) 484-8487 or (916) 449-7283. Thank you very much for your time.

Sincerely,

Stacey Penn

Stacey Penn
Project Assistant

One of three Los Rios Community Colleges

LOS RIOS COMMUNITY COLLEGE DISTRICT
Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

**DATE:** March 23, 1990

**TO:** Los Rios Community College District Board of Trustees

**FROM:** Learning Disabilities Coordinators
David Aagaard, Cosumnes River College
Clare Gavin, American River College
Ann Schafer, Sacramento City College

**RE:** VEA Grant #88-0465

The Los Rios Community College District recently received funding for a Vocational Education Project titled "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development." Because of the mystique of learning disabilities and its emerging focus as the most rapidly growing disability group on California Community College campuses, this project is designed to develop a plan to in-service college staff and community agencies so that they may better serve the vocationally-oriented segment of this population. This project proposes a staff development model which will address the issue of sensitivity to the need for "reasonable accommodations and appropriate instruction" for disabled students in both the educational and employment arenas.

The first of the in-service programs is scheduled for Los Rios administrators and classified personnel on Friday, April 20. The workshop for certificated personnel will be on Saturday, April 21. A Friday afternoon session for students, community agencies, and local businesses is currently being organized. We would like to extend a formal invitation to each board member to attend the most convenient session. Details of the three workshops are enclosed.

If you have any questions, please do not hesitate to phone one of us or Stacey Penn, the Project Assistant, at 484-8487 or 449-7283. Thank you for your interest and support of the district Learning Disabilities Programs.

Sincerely,

Clare L. Gavin

| | | |
|---|---|---|
| David Aagaard | Cosumnes River College | 688-7275 |
| Clare Gavin | American River College | 484-8487 |
| Ann Schafer | Sacramento City College | 449-7283 |

cc: L. Wark

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LOS RIOS COMMUNITY-COLLEGE-DISTRICT

# Learning ~~Disabilities~~ Differences
# In-Service

## Certificated Staff Invited

*Saturday, April 21, 1990 ❖ 8 a.m. - 4 p.m. ❖ Sacramento Hilton*

## *Topics*

- Characteristics and Identification of Learning Disabilities
- Accommodations in the Classroom and Workplace
- Legal Issues: Rights of Students and Responsibilities of Educators/Employers
- Personal Successes of Adults with Learning Disabilities
- Instructional Strategies to Increase Achievement of LD/All Students

## *Scheduled Speakers*

**Ernest Pecci, M.D., Neurologist, Psychiatrist**
*President, Rosebridge Graduate School*
*of Integrative Psychology, Walnut Creek, California*

**Dale Brown, Program Manager**
*The President's Committee on Employment*
*of People with Disabilities, Washington, D.C.*

**Kay Runyan, Ed.M., Coordinator**
*Services to Students with Learning Disabilities*
*University of California, Berkeley*

**Patricia Harrelson, M.A., LD Specialist**
*Disabled Student Services*
*California Community College Chancellor's Office*

**Paul Grossman, J.D., Attorney**
*Office of Civil Rights, U.S. Department of Education*
*San Francisco, California*

**Michael Tita, Director—Planning Services**
*U.S. & International, 3M Corporation*
*St. Paul, Minnesota*

**Gail Cheever, M.A., Consultant**
*Strategies Intervention Model Trainer*
*Bakersfield College*

**Jim Harkness, MBA, Luncheon Speaker**
*"A Personal Story"*
*Utility Conservation Consultant, San Diego, California*

---

### Registration Form

- Stipend of $100 or unit credit will be offered
- Space limited . . . return registration form with $10 (includes luncheon with speaker) by April 6, 1990
- Checks are payable to SCC • Return to campus Learning Disabilities Office

Name ______________________ Office Phone ______________________

☐ ARC ☐ CRC ☐ SCC ☐ DO Department/Division ______________ ☐ Full Time ☐ Part Time

☐ Vegetarian or special diet needed

Vocational and full-time faculty will receive priority enrollment

Check one:
☐ I wish to receive $100 stipend
☐ I wish to receive one unit district credit

**For further information call:**
**ARC—484-8487**
**CRC—686-7275**
**SCC—449-7283**

*Facilities are wheelchair accessible and interpreters will be provided.*

*This project funded by Carl Perkins Act—Project #88-0465.*

*"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."*

LOS RIOS COMMUNITY-COLLEGE-DISTRICT

# Learning ~~Disabilities~~ Differences In-Service

## Administrators and Classified Invited

*Friday, April 20, 1990* ❖ *8 a.m. - 12:30 p.m.* ❖ *Sacramento Hilton*
*(Lunch Included)*

## *Topics*

- Characteristics and Identification of Learning Disabilities
- Accommodations in the Classroom and Workplace
- Legal Issues: Rights of Students and Responsibilities of Educators/Employers
- Personal Successes of Adults with Learning Disabilities

## *Scheduled Speakers*

**Ernest Pecci, M.D., Neurologist, Psychiatrist**
*President, Rosebridge Graduate School*
*of Integrative Psychology, Walnut Creek, California*

**Dale Brown, Program Manager**
*The President's Committee on Employment*
*of People with Disabilities, Washington, D.C.*

**Michael Tita, Director—Planning Services**
*U.S. & International, 3M Corporation*
*St. Paul, Minnesota*

**Daryl Mellard, Ph.D., Coordinator of Research**
*Institute for Research in Learning Disabilities*
*University of Kansas*

**Paul Grossman, J.D., Attorney**
*Office of Civil Rights, U.S. Department of Education*
*San Francisco, California*

**Kay Runyan, Ed.M., Coordinator**
*Services to Students with Learning Disabilities*
*University of California, Berkeley*

**Jim Harkness, MBA, Luncheon Speaker "A Personal Story"**
*Utility Conservation Consultant*
*San Diego, California*

## Registration Form

- Registration Fee—$10.00 (includes lunch with speaker)
- Checks payable to SCC by April 6, 1990. Return to campus Learning Disabilities Office.
- Reimbursement may be available through Staff Development funds.

Name ______________________________ Office Phone ____________________

☐ ARC ☐ CRC ☐ SCC ☐ DO Department/Division ____________________

☐ Vegetarian or special diet needed

For further information call:
ARC—484-8487
CRC—686-7275
SCC—449-7283

*Facilities are wheelchair accessible and interpreters will be provided.*

*This project funded by Carl Perkins Act—Project #88-0465.*

*"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."*

LOS RIOS COMMUNITY-COLLEGE-DISTRICT

# Learning ~~Disabilities~~ Differences in Community Colleges and the Workplace

# The Business/Education Link

*Business, Community Agencies, and Students Invited*
*Friday, April 20, 1990 ❖ 2 p.m. - 4 p.m. ❖ Sacramento Hilton*

## *Topics*

- Accommodations in the classroom and the workplace
- Legal issues: Rights of Students and Responsibilities of Educators/Employers
- Personal Successes of Adults with Learning Disabilities

## *Panel Discussions With*

**Ernest Pecci, M.D., Neurologist, Psychiatrist**
*President, Rosebridge Graduate School*
*of Integrative Psychology, Walnut Creek, California*

**Dale Brown, Program Manager**
*The President's Committee on Employment*
*of People with Disabilities, Washington, D.C.*

**Kay Runyan, Ed.M., Coordinator**
*Services to Students with Learning Disabilities*
*University of California, Berkeley*

**Paul Grossman, J.D., Attorney**
*Office of Civil Rights, U.S. Department of Education*
*San Francisco, California*

**Michael Tita, Director—Planning Services**
*U.S. & International, 3M Corporation*
*St. Paul, Minnesota*

**Jim Harkness, MBA**
*Utility Conservation Consultant*
*San Diego, California*

---

## Registration

Limited space available . . . please phone 484-8487 by April 6, 1990, to enroll

Facilities are wheelchair accessible and interpreters will be provided.

*"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project." This project funded by Carl Perkins Act—Project #88-0465.*

LOS RIOS COMMUNITY COLLEGE DISTRICT
Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

April 10, 1990

Mr. Dan Estrada
Director, Vocational Education
California Community Colleges
Chancellor's Office
1107 9th Street
Sacramento, CA 95814

RE: Learning Disabilities VEA Project #88-0465

Dear Dan,

The plans for the Learning Disabilities Awareness workshop are now finalized. Our in-service program presents a group of highly informed speakers knowledgable and nationally recognized in the field of learning disabilities.

We have greatly appreciated your interest and support since the inception of this project and would like to ask you, as a representative of the Chancellor's Office, to introduce the program on Friday morning, April 20. A five minute overview will be sufficient. The program is scheduled to begin at 8:00 a.m.

We would appreciate hearing from you as soon as possible. Please confirm with Stacey Penn, Project Assistant, at 484-8487 or 449-7283.

Sincerely,

Ann sp

David Aagaard, Cosumnes River College
Clare Gavin, American River College
Ann Schafer, Sacramento City College

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LOS RIOS COMMUNITY COLLEGE DISTRICT
Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

Marjorie K. Blaha, Ed.D.
*Chancellor/Superintendent*

**NAME**______________________________ **DEPT**____________________

This is to confirm your registration for the Learning Disabilities Awareness Workshop on:

_____ Friday morning, April 20

_____ Friday afternoon, April 20

| | |
|---|---|
| ARC, Clare Gavin | 484-8487 |
| CRC, David Aagaard | 688-7275 |
| SCC, Ann Schafer | 449-7283 |

Since space is limited, we would appreciate your notifying us immediately if you will not be able to attend. Thanks for your interest in our students with specific learning disabilities.

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LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

NAME________________________________ DEPT______________________

This is to confirm your registration for the Learning Disabilities Awareness Workshop on:

_____ Saturday, April 21

You have applied for:

____ $100 STIPEND

To receive the stipend, all necessary paperwork must be completed at the end of the conference on Saturday. Details will be provided in your registration packet.

_____ UNIT CREDIT

To receive unit credit, the necessary paperwork must be completed at the end of the conference on Saturday. Unit credit will require follow-up activities with the Learning Disabilities Coordinator on your campus.

| | |
|---|---|
| ARC, Clare Gavin | 484-8487 |
| CRC, David Aagaard | 688-7275 |
| SCC, Ann Schafer | 449-7283 |

Since space is limited, we would appreciate your notifying us immediately if you will not be able to attend. Thanks for your interest in our students with specific learning disabilities.

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# LEARNING DISABILITIES AWARENESS
## FRIDAY, APRIL 20, 1990
## ADMINISTRATORS & CLASSIFIED STAFF

7:30 - 8:00 **Coffee and Registration**

8:00 - 8:15 **Welcome & Introductions**

**Dan Estrada, Director**
Vocational Education Unit
Chancellor's Office
California Community Colleges

8:15 - 8:45 **Definition and Eligibility**

**Daryl Mellard, Ph.D., Coordinator**
Institute for Research in Learning Disabilities
University of Kansas

This session will address the eligibility criteria used to identify students with specific learning disabilities in California community colleges. The speaker will present statistics showing the impact of this population as one of the most rapidly growing disability groups on community college campuses.

8:45 - 9:30 **Characteristics/Subtypes of Learning Disabilities**

**Ernest Pecci, M.D.**
**Neurologist, Psychiatrist**
President, Rosebridge Graduate School
of Integrative Psychology

Dr. Pecci will describe various characteristics of learning disabilities and specific subtypes of dyslexia. He will discuss neurological differences and how these affect the organizational and perceptual skills of this population in personal, social, academic, and professional domains.

9:30 - 9:40 **BREAK**

9:40 - 10:30 **Panel of Adult Dyslexics**

**Dale Brown, Program Manager**
The President's Committee on Employment
of People with Disabilities, Washington, D.C.

**Paul Grossman, Attorney**
Office of Civil Rights
U.S. Department of Education

**Michael Tita, Director**
Planning Services, U.S. & International
3M Corporation

This session presents the personal stories of successful adult dyslexics. Accomplishments achieved through accommodations and compensatory strategies will be addressed.

**10:30 - 10:50** **Legal Issues** **Paul Grossman, Attorney**

Mr. Grossman will address legal issues for both the educational and employment arenas. The legal rights of students and employees with specific learning disabilities will be discussed, as well as the legal responsibilities of educators and employers.

**10:50 - 11:50** **Accommodations** **Kay Runyan, Ed.M., Doctoral Candidate**
University of California, Berkeley
Learning Disabilities Coordinator

**Dale Brown, President's Committee**

**Los Rios Students**

This session will discuss the importance of accommodations in post-secondary and employment settings.

**12:00 - 12:45** **Luncheon Speaker** **Jim Harkness, M.B.A., Consultant**
**"A Personal Story"**

# LEARNING DISABILITIES IN COMMUNITY COLLEGE AND THE WORKPLACE
## FRIDAY, APRIL 20, 1990

**2:00 - 3:00 Panel Presentation**

**Ernest Pecci, M.D.**
**Neurologist, Psychiatrist**
President, Rosebridge Graduate School
of Integrative Psychology

**Dale Brown, Program Manager**
The President's Committee on Employment
of People with Disabilities, Washington, D.C.

**Paul Grossman, Attorney**
Office of Civil Rights
U.S. Department of Education

**Michael Tita, Director**
Planning Services, U.S. & International
3M Corporation

**Kay Runyan, Ed.M., Doctoral Candidate**
University of California, Berkeley
Learning Disabilities Coordinator

**Jim Harkness, M.B.A.**
Utility Conservation Consultant

**3:00 - 4:00 Informal Discussion Groups**
**Speakers and Participants**

# LEARNING DISABILITIES AWARENESS
## SATURDAY, APRIL 21, 1990
## CERTIFICATED STAFF

**7:45 - 8:15 Coffee and Registration**

**8:15 - 8:30 Welcome & Introductions**

**Linda Wark, Ph.D., Dean**
Language and Literature
Sacramento City College

**8:30 - 9:30 Characteristics/Subtypes of Learning Disabilities**

**Ernest Pecci, M.D.**
**Neurologist, Psychiatrist**
President, Rosebridge Graduate School
of Integrative Psychology

Dr. Pecci will describe various characteristics of learning disabilities and specific subtypes of dyslexia. He will discuss neurological differences and how these affect the organizational and perceptual skills of this population in personal, social, academic, and professional domains.

**9:30 - 10:00 Definition and Eligibility**

**Patricia Harrelson, M.A.**
**Learning Disabilities Specialist**
Disabled Student Services
Chancellor's Office
California Community Colleges

This session will address the eligibility criteria used to identify students with specific learning disabilities in California community colleges. The speaker will present statistics showing the impact of this population as one of the most rapidly growing disability groups on community college campuses.

**10:00 - 10:15 BREAK**

**10:15 - 11:30 Panel of Adult Dyslexics**

**Dale Brown, Program Manager**
The President's Committee on Employment
of People with Disabilities, Washington, D.C.

**Paul Grossman, Attorney**
Office of Civil Rights
U.S. Department of Education

**Michael Tita, Director**
Planning Services, U.S. & International
3M Corporation

This session presents the personal stories of successful adult dyslexics. Accomplishments achieved through accommodations and compensatory strategies will be addressed.

**11:30 - 12:00 Legal Issues** **Paul Grossman, Attorney**

Mr. Grossman will address legal issues for both the educational and employment arenas. The legal rights of students and employees with specific learning disabilities will be discussed, as well as the legal responsibilities of educators and employers.

**12:15 - 1:15 Luncheon Speaker** **Jim Harkness, M.B.A., Consultant**
**"A Personal Story"**

**1:15 - 2:15 Accommodations** **Kay Runyan, Ed.M., Doctoral Candidate**
University of California, Berkeley
Learning Disabilities Coordinator

**Los Rios Students**

This session will discuss the importance of accommodations in the post-secondary setting.

**2:15 - 3:30 Teaching Strategies** **Gail Cheever, M.A., Consultant**
Strategies Intervention Model Trainer
Bakersfield College

This session presents mini-strategies which instructors can use with minimum modification of current teaching approaches. These are effective instructional strategies proven to increase understanding of all students, not only those with specific learning disabilities.

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EXPRESS News April 26

# Learning disabilities conference attempts to boost awareness

By SCOT BISHOP

"I don't have a learning disability," said Dale Brown, program manager for the President's Committee on Employment of People with Disabilities. "I have an I-can't-get-good-grades disability."

Brown was one of many speakers addressing a large group of educators, counselors, and administrators from the Los Rios Community College District, along with representatives from local businesses, who crowded into the Sacramento Hilton April 20 and 21 to attend the Learning Disabilities Awareness Conference.

With hopes of educating people on the trials, goals and abilities of learning disabled (LD) students, the advisers from the LRCCD's three campuses organized the conference in response to the misconceptions about the abilities of the LD student.

The conference introduced a program of suggested teaching strategies designed to enhance the educational performance and retention of information by the LD student, according to Jim Hinerman, Enabler/Counselor in the Disability Resources Center.

"The teaching strategies are meant to broaden educators' approach to teaching the curriculum, as opposed to regurgitating the text through lectures," said Hinerman, adding that these strategies are applicable and would be beneficial to the general student population, as well.

"I believe that the LD should sponsor on-going training on learning strategies that would benefit LD students and non-LD students alike," said Hinerman.

According to Stacey Penn, Project Assistant for the LD Conference, a district-wide survey of administrators, counselors and educators alerted the LD advisers to the alarming lack of knowledge that administrators and educators had about the academic abilities that the LD students possess.

"We geared the focus of this conference to deal with the areas in which the survey showed there to be a lack of understanding about the LD student," said Penn.

Among many misconceptions about LD students, the results of the survey showed that administrators frequently thought that mental retardation is another name for specific learning disabilities.

The survey also showed that fewer than 60 percent of faculty surveyed failed to realize that a student with specific learning disabilities is always of at least average intelligence.

Speakers at the conference, all of whom have been successful in their respective careers despite having learning disabilities, spoke eloquently and humorously about the barriers they had to face in the educational system.

"I graduated in the top five of my class from law school," said Paul Grossman, attorney for the Office of Civil Rights in the U.S. Department of Education. "But I couldn't pass the bar exam because I had problems reading the scantron parts of the test."

Grossman has dyslexia, which affects his visual perceptions of words and sentences, but does not affect his intelligence.

Penn said the conference was very successful in its goal of clearing up some of the misconceptions that faculty and employers have about LD students.

"Instructors were forced to think about LD students in a different light," said Penn.

Sacramento Union, Sunday, April 29, 1990

# Learning disability program

by Patty Henetz
Sacramento Union Staff Writer

Stacey Penn never knows how people will react when she tells them they have learning disabilities.

Some people, she said, become despondent when they discover that their difficulties in school or on the job are the result of a permanent, perhaps congenital, disability.

Others, however, are thrilled.

"They are elated because they found out they're not stupid," Penn said.

Penn is helping to run a state-funded learning disability test program at the three Los Rios Community College campuses.

The project is designed to get people with learning disabilities through college and into the world of work, said Ann Schafer, a learning disability coordinator at Sacramento City College.

"Part of our mission is to sensitize employers and instructors," Schafer said. "The project will document the fact that a lot of people have above-average intelligence but can't show that on exams.

First, she said, employers need to understand that "learning-disabled" is not a euphemism for "mentally retarded."

Nor are learning disabilities just emotional problems that children outgrow.

Rather, learning disabilities are permanent disorders in the way people with normal or above-average intelligence process information.

And that, Schafer said, means that a vast pool of intelligent, capable, but different, people are being passed over in the competition for good jobs.

Jim Cox is a businessman who has been sensitized to the needs of the learning-disabled.

Cox, who is on the board overseeing the Los Rios disability project has in the past employed people with learning disabilities.

Now an executive with Aerojet, Cox was a teacher in Utah when he first realized that some of his students who performed miserably in school did so because they were unable to read or process information in standard ways.

So he allowed those students to take oral instead of written tests. "Lo and behold, about 80 percent of the kids who had failed did quite well," he said.

Cox said that when he left teaching and went into business, he was able to recognize employees with the same type of information processing problems he had seen in his students.

Not every employer would be able to do that. "Most people in the work force who have learning disabilities are very good at hiding them," he said.

But when he did discover employees with learning disabilities, he kept them on the job.

"I believe when you have an employee, and you've invested time in him and he in you, you should take the time to make it work out," he said.

Some work situations are not appropriate learning-disabled people, he said. For example, some jobs at Aerojet require employees to handle dangerous chemicals according to written instructions.

"But the majority of work places are not like that," he said.

"It's a matter of working out the differences, because the capabilities are there," he said.

## Learning Disabled Characteristics

READING:
*Confusion of similar words, difficulty using phonics, problems reading multisyllable words.
*Slow reading rate and/or difficulty adjusting speed to the nature of the reading task.
*Difficulty with comprehension and retention of material that is read, but not with materials presented orally.

WRITING:
*Difficulty with sentence structure, poor grammar, omitted words.
*Frequent spelling errors, inconsistent spelling, letter reversals.
*Difficulty copying
*Poorly formed letters, difficulty with spacing,

capitals and punctuation.

ORAL LANGUAGE:
*Difficulty paying attention when spoken to, inconsistent concentration.
*Difficulty expressing ideas orally which the student seems to understand.
*Problems describing events or stories in proper sequence.
*Problems with grammar.

MATH:
*Difficulty memorizing basic facts.
*Confusion or reversal of numbers, number sequences or symbols.
*Difficulty copying problems, aligning columns.
*Difficulty reading or comprehending word problems.
*Problems with reasoning and abstract concepts.

STUDY SKILLS:
*Poor organization and time management.
*Difficulty following directions.
*Poor organization or notes and other written materials.

SOCIAL SKILLS:
*Difficulty "reading" facial expressions, body language.
*Problems interpreting subtle messages, such as sarcasm.
*Confusion in spatial orientation, getting lost easily, following directions. Disorientation in time, difficulty telling time.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

May 11, 1990

Maureen Fry
Learning Disabilities Specialist
Palomar College
7014 Ivy Street
Carlsbad, CA  92009

Dear Maureen,

During the past year, we have been involved with the VEA grant "Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development." The focus of this grant is to develop a model in-service program designed to create an awareness of the characteristics and unique needs of this population.

We have just completed the first phase of this grant with a workshop in the Los Rios Community College District. Participants in this workshop included instructors, administrators, classified personnel, as well as select members of the business community. Our next step is to plan a "train-the-trainer" statewide workshop for learning disabilities specialists. We would like to ask your assistance in reviewing materials for this workshop. In the grant proposal, we stated that ten learning disabilities specialists with experience in the field would be selected to review and evaluate workshop materials. We are hoping that you will be willing to take a few minutes to look over the in-service packet and complete the enclosed checklist.

This is a very busy time of the school year for all of us, so we really appreciate your feedback. Please return the checklist by May 25, or contact Stacey Penn, Project Assistant, at (916) 484-8487 or (916) 449-7283 if you are not able to work with us on this project.

Thanks for your help. Please call if you have any questions.

Sincerely,

David, Clare, Ann, and Stacey
SP

David Aagaard    Cosumnes River College
Clare Gavin    American River College
Ann Schafer    Sacramento City College
Stacey Penn    Project Assistant

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## Learning Disabilities Awareness In-Service
## Materials Evaluation Checklist

| | Good | Adequate | Poor | Do you have any other suggested materials that would be better than this handout |
|---|---|---|---|---|
| College Students with Learning Disabilities Carol Wren, Laura Segal | ____ | ____ | ____ | ____ |
| The College Student with a Learning Disability Susan Vogel | ____ | ____ | ____ | ____ |
| Steps to Independence Dale Brown | ____ | ____ | ____ | ____ |
| Suggested Teaching Strategies | ____ | ____ | ____ | ____ |
| Suggestions for Helping All Students to Succeed in the Classroom | ____ | ____ | ____ | ____ |
| Required Accommodation and Service | ____ | ____ | ____ | ____ |
| How to Help the Student Get the Most out of Class | ____ | ____ | ____ | ____ |
| Celebrity Quiz | ____ | ____ | ____ | ____ |
| Summary of 504 Regulations | ____ | ____ | ____ | ____ |
| Evaluation Form (Survey) | ____ | ____ | ____ | ____ |

Other Comments or Suggested Materials: ______________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________.

If you have any suggestions for materials, please send a copy along with this evaluation. Thanks!

LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

**Marjorie K. Blaha, Ed.D.**
*Chancellor/Superintendent*

May 8, 1990

Ernest Pecci, MD
2910 Camino Diablo #100
Walnut Creek, CA 94596

Dear Ernie:

Please accept our sincere appreciation for the informative, down-to-earth presentations you gave at the "Learning Differences In-Services" April 20th and 21st in Sacramento. Our goal was to raise the awareness in our community college district regarding the needs and concerns involving adults with specific learning disabilities. Thanks to your style of making technical neurological data very accessible to an audience varying from instructors to business persons and students, our objective was met.

Many members of the audiences expressed acclaim for your speech. On the conference evaluation form the request was made to list two things the participants liked about the conference. The following comments were typical responses about audience preference:

"Dr. Pecci - good and useful information."
"The first speaker - Dr. Pecci"
"Dr. Pecci discussion was a great foundation."
"Dr. Pecci was excellent."
"Dr. Pecci's down to earth approach."

Enclosed is a conference data sheet which includes the overall conference ratings. The ratings reflect the high caliber of speakers present, and we know that your energy helped to set the tone for the entire conference.

Warmest regards,

Ann, Clare, Dave, Stacey

| | |
|---|---|
| David Aagaard | Cosumnes River College |
| Clare Gavin | American River College |
| Ann Schafer | Sacramento City College |
| Stacey Penn | Project Assistant |

Enclosures

## Comments from Evaluation Sheets

List two specific things you liked about this workshop:

Friday

"The brochure is fantastic."

"Warm and personal stories of the students."

"Variety of excellent speakers."

"The speakers were inspiring."

"The speakers were excellent and so motivated!"

"Awareness of the LD research."

"The attitudes of the speakers. There were no "pity-me" stories."

"They helped me to feel better about myself."

"Emphasis on coping, rather than helping."

"The emphasis on reasonable accommodations."

"Employment related."

"Educational professionals, employers, and students together."

"Choice of speakers excellent - covered all aspects clearly and in layman's terms."

Saturday

"Inclusion of people with learning disabilities."

"Hearing from students and 'graduates'."

"Inspirational nature of the program."

"How professionally the seminar was presented."

"Los Rios students' speeches."

"The legal implications - my responsibilities defined."

"The research presented by Kay Runyan addressing extra time."

"Harrelson's information - actual process of ID of students with learning disabilities."

"Michael Tita's perspective, we should all analyze competitive vs. monopolistic regarding education."

"Dale Brown's speeches and enthusiasm."

"The practical demonstration of relations of words = great idea for use class."

"Dr. Pecci discussion was a great foundation."

**List two things that would have improved this workshop:**

The majority of comments regarding improvements concerned the need for more space and more breaks. Other comments were:

**Friday**

"More time for discussion in groups."

"A handout of material which was presented orally."

"As a classified employee, would like to learn some practical approaches of how to deal with students with learning differences."

**Saturday**

"More questions from the audience." (Mentioned Often)

"More tools and fewer testimonials."

"More information on types of learning disabilities."

"Handouts of overhead material."

"Breakout session among different fields (math, english, etc.)."

"Too many topics covered at one time."

"Luncheon speaker's presentation was too strong, negative and may have closed off communication."

"More on identification of LD students who have not been assessed."

## Additional Comments from Evaluation Sheets

"Excellent workshop! Thank you. I plan to make some changes in my teaching techniques to benefit students."

"Keep up the hard work. It's appreciated by me as insight and a beginning of real reform."

"Great conference. Need more mini-series."

"This in-service was excellent and full of good information. It was heartwarming as well as academic and professional."

"The speakers were dynamic and knowledgable."

"Outstanding workshop. I am hopeful that a lot of good will come from an effort of this magnitude. Congratulations."

"The personal stories of the presenters made the workshop exceptionally meaningful."

"I felt that this was one of the most interesting, informative, and helpful workshops that I have ever been to on the subject. Thank you!!"

"Excellent - well worth it (and I had an 8 hour conference yesterday!)".

Memorandum
American River College

TO: Learning Disabilities Campus Task Force Members

FROM: Clare Gavin

DATE: June 11, 1990

RE: Thank You

Before everyone leaves for summer I would like to send a special note to thank you for your participation in the American River College Learning Disabilities Campus Task Force. Your help in providing feedback and guidance made it possible for us to have very successful conferences in April.

Enclosed are comments that have been compiled from the conference evaluations. Thanks again for all your support, and have a great summer.

## Los Rios In-Service Presentation Worksheet

Topic: ____________________

Focus: ____________________

Potential speaker: ____________________

Title: ____________ Address: ____________

____________________

Phone: ____________

Cost: $______ Consultation Fee

$______ Expenses: Travel ____________

Lodging ____________

Meals ____________

Incidentals ____________

Dates available: ____________________

Length of speech: ____________________

Materials needed: ____________ ___ Speaker will provide

____________ ___ Speaker will send in advance for duplication

Equipment needed: ____________________

____________________

Comments:

____________________

____________________

# APPENDIX B

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## by
## Subject

# APPENDIX B

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Council For Exceptional Children and its Division of Learning Disabilities, 1920 Association Drive, Reston, Va. 22091

HEATH Resources Center, Washington D.C.: Learning Disabled Adults in Postsecondary Education, One Dupont Circle, suite 780, Washington D.C., 1983.

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Learning Disabilities Association, 4156 Library Road, Pittsburg, Pa. 15234

Library of Congress, Nat'l Library Service for the Blind and Physically Handicapped, Washington D.C. 20542

National Network of Learning Disabled Adults, P. O. Box 3130, Richardson Texas, 75080.

Recording for the Blind, 20 Roszel Road, Princeton, NJ 08540

The Association on Handicapped Student Service Programs on Postsecondary Education (AHSSPPE), P.O. Box 21192, Columbus, Oh. 43221.

The Orton Dyslexia Society, 8415 Bellona Lane, Towson, Md. 21204

# APPENDIX C

## Handouts

## and

## Ordering Information

# Listing of Handouts used at Learning Disabilities Awareness In-Services in Los Rios Community College District

College Students with
Learning Disabilities
Carol Wren, Laura Segal

The College Student with
a Learning Disability
Susan Vogel

Steps to Independence
Dale Brown

Suggested Teaching
Strategies

Suggestions for Helping
All Students to Succeed
in the Classroom

Required Accommodation
and Service

How to Help the Student
Get the Most out of Class

Celebrity Quiz

Summary of 504
Regulations

Evaluation Form

# College Students with Learning Disabilities:

## A Handbook

*For*

- College LD Students
- Admissions Officers
- Faculty
- and Administrators

Third Edition
1990

**Susan A. Vogel, Ph.D.**
Northern Illinois University

© Vogel 1990

## Dedication:

To all the college students with learning disabilities who valiantly met the challenge of college life and taught me how to assist them. Without their courage and perseverance, this work could not have been completed.

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## Ordering Information:

ACLD Bookstore
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

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# SUGGESTED TEACHING STRATEGIES

FROM
"A GUIDE FOR DELIVERING FACULTY INSERVICE
ON THE LEARNING DISABLED COLLEGE STUDENT"

by
GEIS, MORRIS, AND LEUENBERGER

UNIV. OF NEBRASKA

(Grant # G008730099 US Dept of Ed.)

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## OVERALL LACK OF ORGANIZATIONAL SKILLS

--INABILITY TO SEE RELATIONSHIPS
--INCONSISTENT AND UNPREDICTABLE APPLICATION OF CONCEPTS
--DIFFICULTY PERFORMING IN A LOGICAL SERIES
--TENDENCY TO SEE AND LEARNING PARTS RATHER THAN THE WHOLE

STUDENTS NEED....

PAPER COPIES OF EXPECTATIONS, STEPS TO COMPLETE ASSIGNMENTS, IMPORTANT DATES, ALL TO BE KEPT IN ONE SPECIFIC LOCATION.

VISIBLE MODELS OF PROCESSES OR SEQUENCES.

OPPORTUNITIES TO EXAMINE HOW PARTS FIT INTO WHOLE SITUATIONS OR PROCESSES.

ASSIGNMENTS PRESENTED IN MULTI-SENSORY WAYS.

TO HAVE AN UNDERSTANDING OF THEIR SPECIFIC RESPONSIBILITIES.

TO ACHIEVE ACCEPTABLE SUCCESS IN SMALL STEPS OF AN ASSIGNMENT BEFORE MOVING TO OTHER STEPS.

TO APPRECIATE A JOB WELL DONE (SELF-REINFORCEMENT).

# TROUBLE WITH ABSTRACTIONS

--STRONG TENDENCY TO BE CONCRETE LEARNERS
--DIFFICULTY GRASPING CONCEPTS OR IDEAS

STUDENTS NEED....

CONCRETE EXPERIENCES AND FIRST HAND PRACTICALITY (REAL OBJECTS, REAL LIFE EXAMPLES, AND MANIPULATIVES).

DEMONSTRATIONS AND ROLE PLAYING IN ADDITION TO CLASSROOM LECTURES.

CONCEPTS REPEATED IN DIFFERENT SETTINGS WITH ANY ABSTRACTIONS EXPLAINED IN DETAIL.

MAJOR LEARNING RELATED TO THEIR LIFE, EXPERIENCES, AND SURROUNDINGS.

NEW LEARNING PRESENTED AT THEIR LEVEL OF COMPREHENSION.

TEACHER DIRECTION IN CHOOSING TOPICS, BRAINSTORMING IDEAS, AND WRITING.

SUMMARY OF CONCLUSIONS AND GENERALIZATIONS AT END OF EACH CLASS, READING, AND UNIT.

MEMORY SHOULD NOT BE RELIED UPON. NEW VOCABULARY AND CONCEPTS MUST BE INCORPORATED USING CURRENT VOCABULARY.

## INADEQUATE WRITTEN LANGUAGE

--DIFFICULTY EXPRESSING THOUGHTS AND FEELINGS IN WRITING
--A LEVEL OF WRITTEN EXPRESSION BELOW THAT OF THEIR ORAL EXPRESSION
--DEFICIENCY IN KNOWLEDGE OF LANGUAGE
--RECOGNIZING APPROPRIATE USE OF INFORMAL (BRIEF) VS. FORMAL (DETAILED) WRITTEN FORMS.

STUDENTS NEEDS....

OPPORTUNITIES TO WRITE AND RESPOND TO OPEN-ENDED QUESTIONS THAT REQUIRE MORE THAN A YES OR NO RESPONSE.

MODELING OF APPROPRIATE WRITING TECHNIQUES.

OPPORTUNITIES TO USE RECORDINGS TO ASSIST IN NOTE-TAKING.

MOTIVATION FOR WRITING: AN EXPERIENCE, THE FIRST SENTENCE IN A COMPOSITION, DISCUSSION OF THE FIRST TWO PROBLEMS IN MATH, ETC.

OPPORTUNITIES TO CORRECT ERRORS, SELF-IDENTIFIED IF POSSIBLE; OTHERWISE, TEACHER-IDENTIFIED.

TO READ ALOUD FROM THEIR OWN WRITING TO ATTEMPT TO SPOT ERRORS.

TO DICTATE INTO A TAPE RECORDER AS A PRELUDE TO WRITING.

MODELS OF WRITING PROCESSES AND PRODUCTS FOR THEIR REFERENCE BEFORE AND DURING THEIR OWN WRITING.

TIME FOR DATA-GATHERING AND ORGANIZATION OF WRITING: LISTINGS, GROUPING AND LABELING, WRITING THE ROUGH DRAFT, EDITING AND REWRITING.

ADJUSTMENTS OF TYPE OR WRITING, TOPICS, AND LENGTH BASED ON THEIR ABILITIES AND NEEDS.

FOCUS TEACHING AND PRACTICE OF LANGUAGE CONCEPTS WHICH MAY BE CONFUSING (COMPLETE SENTENCES, PARAGRAPH CONSTRUCTION, GRAMMAR, ETC.).

OPPORTUNITY TO LEARN AND USE A WORD PROCESSING TECHNIQUE.

## INADEQUATE AUDITORY PROCESSING

--DIFFICULTY IN FOLLOWING ORAL DIRECTIONS OR CONVERSATIONS, OR IN REPEATING WORDS, PHRASES, OR SENTENCES
--AUDITORY SPELLING ERROR PATTERNS

STUDENTS NEED....

VISUAL CLUES: GESTURES, WRITTEN NOTES, PICTURES, CHARTS, ETC.

OPPORTUNITY AND TIME TO READ AND THINK ABOUT QUESTIONS IN WRITING BEFORE BEING ASKED TO RESPOND ORALLY.

OPPORTUNITY TO USE NOTES OR VISUAL AIDS IN MAKING ORAL REPORTS.

REDUCED AUDITORY AND INCREASED KINESTHETIC STIMULATION (TRACING).

USE OF SHORT, ONE-STEP INSTRUCTIONS FOR EACH REQUIRED RESPONSE.

INTRODUCTION TO VERBAL MEDIATION AND SUBVOCALIZATION TECHNIQUES.

## INADEQUATE VISUAL PROCESSING

--INABILITY TO COPY FROM A MODEL
--ILLEGIBLE HANDWRITING
--POOR FINE-MUSCLE SKILLS

STUDENTS NEED....

DIRECTIONAL CUES, SUCH AS ARROWS AND DIAGRAMS, TO AID IN INSTRUCTION.

TO HAVE UNTIMED TESTING SITUATIONS.

AUDITORY CUES, SUCH AS RECORDS, TAPES, WRITTEN, OR AUDIOVISUAL MATERIALS.

OPPORTUNITY TO SUE TYPING, WORD PROCESSING, OR RECORDING ON TAPE AS AN ALTERNATIVE TO HANDWRITING.

PRACTICE WITH TACTILE/KINESTHETIC STUDY TECHNIQUES.

## INEFFICIENT READING HABITS

--MINIMAL TECHNIQUES FOR SCANNING
--HABIT OF BELIEVING EVERY WORD MUST BE READ FOR FULL COMPREHENSION
--POSSIBILITY OF PERFORMING WELL IN CLASS DISCUSSION
--WILLINGNESS TO INDEPENDENTLY MAINTAIN PROFESSIONAL READING

STUDENTS NEED....

READING MATERIAL AT INSTRUCTIONAL LEVEL RATHER THAN FRUSTRATION LEVEL, IF POSSIBLE.

VOCABULARY LESSONS FOR NEW LEARNING.

ASSIGNMENTS THAT INCLUDE ONLY THE MATERIAL NECESSARY FOR THEM TO LEARN.

TO UNDERLINE OR CHECK TEXTBOOK PASSAGES FOR THE MOST IMPORTANT DETAILS.

SPECIFIC QUESTIONS TO GUIDE THEM THROUGH THE READING.

FOCUSING QUESTIONS, OUTLINES, AND OTHER WAYS TO HELP ORGANIZE AND PREDICT THE CONTENT TO BE STUDIED.

IMPORTANT DIRECTIONS AND ESSENTIAL MATERIALS READ TO THEM AND IMPORTANT TEXTBOOK PASSAGES SUMMARIZED ORALLY FOR THEM.

AUDIOTAPES OF MATERIAL TO BE READ.

PICTURES OR DIAGRAMS TO ACCOMPANY NEW INFORMATION OR VOCABULARY.

PRACTICE AND DRILL IN COMMONLY USED WORD RECOGNITION USING CONTEXTUAL CLUES.

DIRECT TEACHING OF ABBREVIATIONS.

CONCRETE READING AIDS (FINGERS, CHARTS, UNDERLINER, PENCIL, OR INDEX CARD).

PRACTICE RELATING PERSONAL EXPERIENCES WHILE READING TO ASSIST IN PREDICTION SKILLS.

## LITTLE OR NO ABILITY TO PLAN

--HABIT OF LEAVING STUDY AND LONG-TERM PROJECTS FOR THE LAST MINUTE
--LACK OF CONCENTRATION OF GOAL-DIRECTED BEHAVIOR
--INABILITY TO COMPLETE PROJECTS
--TENDENCY TO LOSE INTEREST WHEN FRUSTRATED
--INABILITY TO SEE THE CONSEQUENCES FOR ACTION TAKEN
--ABILITY TO COORDINATE SELF IMPOSED AND EMPLOYER IMPOSED TIMELINES AND PRIORITIES

STUDENTS NEED....

ASSIGNMENTS BROKEN UP INTO SMALL SECTIONS.

DAILY ASSIGNMENTS, RATHER THAN BY THE WEEK OR SEMESTER.

AN OUTLINE OF STEPS NECESSARY TO ACHIEVE A LONG-TERM GOAL, ALONG WITH A CHECKLIST TO STEPS AND DATES FOR COMPLETION.

PRACTICE IN GENERALIZING FROM ONE SITUATION TO ANOTHER.

DIRECT INSTRUCTION IN CAUSE AND EFFECT RELATIONSHIPS.

ASSIGNMENTS LENGTHENED AS MASTERY INCREASES.

## POOR MEMORY

--NO RECALL OF A SEQUENCE OF DIRECTIONS
--INCONSISTENT RECALL OF INFORMATION (REMEMBERS HEARING OR SEEING THINGS BUT DOES NOT REMEMBER DETAILS)
--DIFFICULTY MEMORIZING FOR TESTS
--DIFFICULTY ASSIMILATING INFORMAL, UNWRITTEN EMPLOYMENT PLACE PROCEDURES

STUDENTS NEED....

TO HAVE FREQUENT REVIEWS OVER IMPORTANT MATERIAL.

TO WRITE AS THEY MEMORIZE.

LECTURES TAPED.

MULTIPLE PRACTICE IN GROUPING, SEQUENCING, AND ASSOCIATING MATERIAL LEARNED.

INTRODUCTION TO USEFUL MNEMONIC DEVICES.

## INADEQUATE SPOKEN LANGUAGE

--RELUCTANCE TO SPEAK
--DIFFICULTY EXPRESSING THOUGHTS AND FEELINGS
--DEFICIENT UNDERSTANDING OF LANGUAGE
--DIFFICULTY WITH TELEPHONE COMMUNICATION

STUDENTS NEED....

PRACTICE IN TELLING WHAT THEY HEAR.

OPPORTUNITIES TO DISCUSS OPEN-ENDED QUESTIONS WHICH REQUIRE MORE THAN YES OR NO RESPONSES.

OPPORTUNITIES TO OPENLY ASK QUESTIONS WITHOUT JUDGMENT.

STIMULUS FOR SPEAKING OR FOR SEQUENCING CONTENT (PICTURES, CUE CARDS, ETC.).

OPEN DISCUSSIONS OF READING AND WRITING MATERIAL.

ASSISTANCE AND REHEARSAL OF RESTATING THEIR COMMENTS.

## INADEQUATE SOCIAL SKILLS

--INTERACTS INAPPROPRIATELY WITH OTHERS
--IMPULSIVE, INATTENTIVE, REBELLIOUS, WITHDRAWN, AND/OR EASILY FRUSTRATED
--REMAINS ON TASK TO AN EXTENSIVE DEGREE
--MISREADS SUBTLE MESSAGES RELATED TO EMPLOYEE POSITION/RANK
--LIMITED ABILITY TO DELEGATE RESPONSIBILITIES

STUDENTS NEED....

LEARNING SITUATIONS IN WHICH THEY WILL EXPERIENCE PERSONAL SATISFACTION.

OPPORTUNITY TO EXPRESS THEIR OPINIONS.

POSITIVE SUGGESTIONS FOR IMPROVEMENT.

TO RECEIVE AS MANY APPROPRIATE COMPLIMENTS AS POSSIBLE.

# DEFICIENCIES IN LIVING AND WORKING SKILLS

--INADEQUATE UNDERSTANDING OF CONCEPTS OF TIME, MEASUREMENT, MONEY AND SPATIAL RELATIONSHIPS
--INABILITY TO PREDICT, PLAN, OR RELATE TO THE FUTURE

STUDENTS NEED....

A SPECIFIC SCHEDULE, PHYSICALLY CLOSE TO THEM AT ALL TIMES.

SIMPLIFIED ACTIVITIES, SHORTENED IN LENGTH AND NARROWED IN SCOPE.

TO KNOW WHEN TO START AND FINISH TASKS USING TIMERS, STOP WATCHES, OR OTHER SIGNALS.

TO MONITOR WORK PERIODICALLY RATHER THAN ONLY UPON COMPLETION.

TO ACCURATELY INTERPRET THE NUANCES OF OUR LANGUAGE.

## Accommodations for Students with Learning Disabilities

This anonymous questionnaire is an attempt to ascertain how faculty feel about making accommodation in their classes for students with learning disabilities. How would you respond to a student in your class with a documented learning disability, if they requested any of the following? Please check (X) the first column if you **would** make the accommodation, the second column if you **would not** and the third column if you **do not know** if you would make the accommodation.

| | WOULD | WOULD NOT | DO NOT KNOW |
|---|---|---|---|
| 1) Extend deadlines for completion of class projects, paper, etc. | ____ | ____ | ____ |
| 2) Analyze the process as well as the final solution. (For example, giving the student partial credit if the correct mathematical computation was used although the final answer was wrong.) | ____ | ____ | ____ |
| 3) Allow the student to complete alternative assignments. | ____ | ____ | ____ |
| 4) Allow the student to do an extra credit assignment when this option is not available to other students. | ____ | ____ | ____ |
| 5) Allow the student to give oral presentations or tape record assignments rather than complete written projects. | ____ | ____ | ____ |
| 6) Allow the use of proofreaders to assist in the correction of grammar and punctuation. | ____ | ____ | ____ |
| 7) Allow the use of proofreaders to assist in the reconstruction of the student's first draft of a written assignment. | ____ | ____ | ____ |
| 8) Allow the use of a proofreader to assist the student in the substitution of higher level vocabulary for the original wording. | ____ | ____ | ____ |

| | WOULD | WOULD NOT | DO NOT KNOW |
|---|---|---|---|
| 9) Allow the student to take an alternative form of your exams. (For example, some students with learning disabilities have trouble taking tests using computer-scored answer sheets. Others might do better on multiple choice tests than essay tests. | ____ | ____ | ____ |
| 10) Allow a proctor to rephrase test questions that are not clear to the student. (For example, a double negative may need to be clarified.) | ____ | ____ | ____ |
| 11) Allow the student extra time to complete tests. | ____ | ____ | ____ |
| 12) Allow the student to dictate answers to a proctor. | ____ | ____ | ____ |
| 13) Allow the student to respond orally to essay questions. | ____ | ____ | ____ |
| 14) Allow exams to be proctored in a separate room to reduce distractions. | ____ | ____ | ____ |
| 15) Allow the student to use basic calculators during tests and in-class assignments. | ____ | ____ | ____ |
| 16) Allow misspellings, incorrect punctuation and poor grammar without penalizing the student. | ____ | ____ | ____ |
| 17) Allow the student to substitute a course for a required course. (For example, substitute a language requirement.) | ____ | ____ | ____ |
| 18) Provide the student with a detailed syllabus to give ample time to complete reading and writing assignments. | ____ | ____ | ____ |
| 19) Allow the student to tape record classroom lectures. | ____ | ____ | ____ |

| | WOULD | WOULD NOT | DO NOT KNOW |
|---|---|---|---|
| 20) Provide the student with copies of instructor's lecture notes after they attend they lecture. | ____ | ____ | ____ |
| 21) Allow the student to withdraw from a course after the usual cut-off date. | ____ | ____ | ____ |
| 22) Allow the student to take advantage of priority registration (for example, be among the first to register). | ____ | ____ | ____ |
| 23) Protect the student against undue anxiety by relaxing academic probation and suspension procedures. | ____ | ____ | ____ |

Comments/Questions:

Adapted from Matthews et al. (1987). Faculty attitude toward accommodations for college students with learning disabilities. Learning Disability Focus. 3(1), p. 46-52.

# REQUIRED ACCOMMODATION

# AND SERVICE

FROM
"A GUIDE FOR DELIVERING FACULTY INSERVICE
ON THE LEARNING DISABLED COLLEGE STUDENT"

by
GEIS, MORRIS, AND LEUENBERGER

UNIV. OF NEBRASKA

(Grant # G008730099 US Dept of Ed.)

From: A GUIDE FOR DELIVERING FACULTY INSERVICE ON THE LEARNING DISABLED COLLEGE STUDENT by Geis, Morris, and Leuenberger
(Grant #G008730099, U. S. Dept. of Education)
University of Nebraska - Lincoln - Jan. 1989

## Required Accommodation and Service

While addressing the needs of adults with learning disabilities, the National Joint Committee on Learning Disabilities (1983) defined the support services considered necessary for compliance with Section 504 of the Rehabilitation Act to include: tutoring; study skills development; development of reasoning, decision making, listening, speaking, reading, math, and writing skills; development of library research skills; the use of adaptive and modified methods of instruction; the use of alternative means for evaluating the student's learning of course content materials, e.g., the use of oral instead of written examination and the provision for untimed examinations. Other program components mentioned in the literature include: planning, student needs, programming considerations, communication and coordination (Vogel, 1982) and testing for admission, remediation, content assistance, and counseling (Mangrum and Strichart, 1984). The following is a brief description of the services mentioned previously. These descriptions are intentionally generic in nature as specific details of the services to be offered will vary according to the nature of the campus providing them, and needs of the individual utilizing them.

## Tutoring Services

Most campuses offer some form of tutoring service. These services are usually given by peer tutors who are graduate students or upper-level students with superior academic records. Arrangements for a peer tutor can usually be made through an instructor or department head, or through the student affairs office. Peer tutors may be paid by the institution, through a work-study arrangement with the financial aid office, or by individual students.

Tutoring sessions have to be focused. The tutor needs a firm idea of what the course covers and what assignments are due. A copy of the syllabus, with a detailed course outline, is a must. Contact with instructors is important to determine areas in which students need help and to evaluate progress.

Depending on the student's needs, sessions can include work on skills in listening, organizing notes, managing time and assignments, reading for main ideas, outlining and summarizing, devising memory techniques, and studying for and taking exams. The tutor may help a student learn compensatory strategies.

### Study Skills

Many colleges provide study skills courses or workshops that are available to all students. Study skills can mean teaching strategies to read for comprehension, to write essays and exams, to take notes, and to listen effectively. Study skills can also mean learning to manage time, set priorities, and improve daily living and social skills. The content can be presented in a separate course, as part of a course, in workshops, or in tutorial sessions. The most important thing to recall with any study skill is that it must be practiced until it becomes automatically a part of the students' studying procedure.

### Alternatives to Printed Materials

Many learning disabled students find it helpful to listen to taped textbooks or to have material read aloud by readers. Tapes used in combination with reading can strengthen the visual input of print by adding the

BEST COPY AVAILABLE

auditory input of the recorded voice. On some campuses, readers are volunteers; on others, they are paid. Local resources (i.e. volunteers from community philanthropic organizations and pre-service human resources/professionals) are utilized to produce the required tape. Inservice for volunteers and the technical resources available on the campus enable the production of good quality tape recordings from volunteer personnel. The major source for taped texts is Recording for the Blind, Inc. (RFB), 20 Roszel Road, Princeton, New Jersey, 08540, (609) 452-0606.

## Notetaking

Some learning disabled students need alternative ways to take notes because they cannot listen correctly, or write legibly, or organize and remember while listening to a lecture. If problems are identified and documented, arrangements can be made to find alternative ways to take notes. Notetakers are usually volunteers, although they may be paid. In most cases, teachers will ask a classmate who is a good student and capable notetaker to share class notes. Many learning disabled students tape lectures and then listen to them in a quiet, nondistracting atmosphere. It is essential to get the instructor's permission before taping a lecture. In some situations, it may be necessary to sign a formal statement that the material will only be used for study purposes. In every instance, project staff must emphasize the importance of the LD student attending every lecture. In most cases, the student will benefit more from the lecture if they are not distracted with notetaking.

## Alternative Exams

Because of one or more specific disabilities, learning disabled students are often unable to take exams in the traditional way. They may have trouble reading and/or understanding the questions: writing under pressure: organizing thoughts; or remembering mechanics of spelling, punctuation, and syntax. Even the slightest noise, like the scratching of pencils on paper, can be distracting to learning disabled students.

To compensate for these difficulties, some students need additional time to complete their exams. Others need to take tests in a separate, quiet room, with a proctor. Some need to listen to exam questions on tape or give their answers orally.

## Alternatives to Written Composition

Written assignments can be difficult for many learning disabled adults. Despite their intelligence, they frequently have trouble putting ideas together, using correct grammar and spelling, and writing legibly. Alternatives that can help these students include dictating and editing services and use of word processors.

Although not much software has been developed for learning disabled students, the computer makes it possible to individualize and strengthen learning through consistent, immediate, and nonthreatening feedback. It expands writing capability, provides multisensory reinforcement through voice synthesizers, and increases memorization through drill in math and other subjects. It motivates by holding a student's interest through the use of color, motion, and sound. Word processors are a big breakthrough for many learning disabled students. With the use of word processors, students who were never able to hand in a neatly written, well-organized paper are now composing and editing their assignments and producing papers that they can be proud of.

By learning to use the word processor, students think more freely and do not freeze up. The word processor is like a notepad that never gets messy.

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Ideas can be gathered and organized throughout the writing process, and drafts can easily be made and changed. Erasing, crossing out, changing words or paragraphs, correcting spelling, grammar, or punctuation are simple procedures, not the exhausting procedures that can be so discouraging to many learning disabled people.

Most word processing programs have the capability of adding, moving, inserting, and deleting blocks of text; searching for and replacing words; formatting text; defining printing specifications; and underlining and boldfacing. Some word processing programs have added features that are especially useful for learning disabled people. They include spelling checks, proofreading, or automatic hyphenating.

Personal and Career Counseling

The more recent focus on the long-term effects of a learning disability through adulthood has indicated that regardless of occasional successful results from remediation of basic skills with adults (e.g., Idol-Maestas, 1981), the crucial intervention for this group centers around strategies for coping with societal demands that may cause difficulties including: emotional maturity, acceptable social behavior, vocational competence, and self-direction (Knowles, 1978).

Because social isolation and inadequacy are major problems for LD adults in college environments, counseling and self-help groups are important to the success of these LD adults (Barbaro, 1982; Bireley and Manley, 1980; Cordoni, 1980; Vogel, 1982). In fact, in one instance counseling and psychotherapy were reported more beneficial than learning related services (Blalock, 1981). Regardless of the reasons for this feeling of inadequacy, school programs have not adequately prepared LD students for the social and affective expectations which accompany adult life (White, Deshler, Schumaker, Warner, Alley, and Clark, 1983).

In addition to social difficulties, most LD adults have vocational adjustment problems as well (e.g., Blalock, 1981; Fafard and Haubrich, 1981; Patton and Polloway, 1982). Matthews, Whang, and Fawcett (1982) indicated a need to teach job-related skills to LD students through role-playing various occupational situations. LD youths need assistance with skills which rely on communicative ability such as: participating in a job interview, accepting criticism from an employer, providing constructive criticism to a co-worker, and explaining a problem to a supervisor.

One alternative to remediating the social difficulties that LD individuals have is to provide direct training in social and communicative skills by structuring the social and academic experiences, increasing the opportunities to learn these skills through carefully monitored interactions with their peers and authority figures. Training should include instruction in human relationships, career information and exploration, job and living skills, interaction role-playing, problem solving and generalization skills, and compensatory learning strategies adaptable to adult adjustment. The goal of such intervention is to ensure self-advocacy and independence so that learning disabled adults will have an equitable chance of leading satisfying lives.

## Intervention and Accommodation

The following section of the guide is devoted to selected intervention and accommodation suggestions. This portion of the guide is designed to assist the presenter in working individually with instructors or in small groups. The pages to follow may be used as worksheets regarding a particular student, as overheads, or as handouts for discussion. It is important to remember that when discussing intervention and accommodation regarding a particular **LD** student, a variety of factors must be considered. These factors include: personality of the instructor and the student, motivation of the student, flexibility and past experiences of the instructor, attendance patterns, history of the student, instructor teaching methods, etc. It is because of these factors that suggestions must be offered in a generic fashion and finding the right combination of services is somewhat a trial and error process. This guide is intended to provide a base for initiating services, however, successful matching may rely on the creativity and combined efforts of the student, instructor, and service coordinator. In addition, service provision may vary from class to class, student to student, and semester to semester. Therefore the suggestions must be adapted to meet immediate needs.

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DISABLED STUDENTS' PROGRAM

2515 CHANNING WAY, FIRST FLOOR
BERKELEY, CALIFORNIA 94720
(415) 642-0518

# THE LEARNING DISABILITIES PROGRAM AT UC-BERKELEY

Planning to come to a major university like UC Berkeley can be an overwhelming experience for anyone who has never attended a large school. It can be even more confusing and frightening for someone who has had to cope with a learning disability throughout her\his educational career. Many learning disabled students don't even consider U.C. Berkeley as a possibility for continued education because they are unaware of the support services available to them on the Berkeley campus.

In September of 1980, the Disabled Students' Program decided to organize a program designed specifically to assist learning disabled students who were currently attending or planning to attend U.C. Berkeley. Since that time, the number of learning disabled students attending U.C. and receiving assistance has increased steadily. Many students have graduated and are employed in the Bay Area at technical and professional jobs. Several are going to graduate school, and several more are succeeding academically and socially at U.C. In addition to working hard, these students are receiving a number of services through the learning disabilities component that help them to succeed at the University.

## Admissions Assistance

A learning disabilities specialist, as well as an admissions specialist, is available to meet with students interested in applying to Berkeley. These specialists will review an applicant's high school or college transcript and give advice on how to proceed with the application. They will also give the applicant feedback on the personal essay, an important part of the admissions packet. Learning disabled students are advised to apply to the Educational Testing Service to get permission to take S.A.T.'s untimed. Students applying to Graduate or Law School contact the appropriate agency for additional time on the G.R.E. or L.S.A.T. This frequently allows students to achieve higher scores on these tests. The Disabled Students' Program will keep a copy of the application so that there is no chance of it being lost among the other 58,000 applicants who apply to Berkeley each year. They will work closely with the Office of Admissions and Records throughout the application process.

## Counseling and Advising

A learning disabilities specialist is available to assist students in course selection, skills counseling, referral to other campus resources for personal or career counseling, and finding ways to accommodate her\his learning disability in academic coursework. The specialist is also available to talk with students about difficulties they are having in coursework or in their campus life. The admissions specialist is available each semester to help students with the registration process.

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### Tutorial Assistance

The learning disabilities program, in conjunction with the Student Learning Center, helps to provide tutorial assistance for learning disabled students in any of their U.C. classes. If necessary, the learning disabilities specialist will refer the student to additional help off-campus or find specialized tutors for upper-division coursework or professional school coursework. Students can also receive individual study skills and reading assistance through the Student Learning Center.

### Advocacy

The learning disabilities specialist serves as an advocate for the learning disabled student, when necessary. Frequently the specialist will contact professors, at the student's request, to discuss alternative test formats or time extensions on exams. The learning disabilities component coordinator will also work with the deans of various colleges to obtain waivers in favor of substitution courses or reduced course loads when the learning disability affects a student's ability to master the subject area. This is particularly true in terms of foreign language and quantitative reasoning requirements.

### Classroom, Course Aides -- textbooks-on-tape, tape recorders, notetakers

The learning disability program also facilitates the process of getting textbooks on tape for coursework. These are generally obtained through Recording for the Blind. In cases where the text is not available through Recording for the Blind, the learning disabilities component hires readers to put the text on tape for the student and works with the academic department to obtain stare textbooks to facilitate the process. The component also lends out special tape recorders with variable speed control and four track playback for use with these tapes. Notetaker and secretarial help is also available through the learning disability component for dyslexic or dysgraphic students who need these services. Students can receive Black Lightening notes (a service which sells notes from lower division courses) free of charge through the learning disabilities component.

### Costs

These services are available at U.C. Berkeley, free of charge, to all students who have a learning disability which is verified by an educational evaluation that is no more than two years old. This evaluation must be done by professionals off campus. The learning disability specialist is available to provide referrals to Bay Area professionals who do these psychoeducational evaluations.

### Outreach

The learning disability specialist on campus would be pleased to visit your school or program to discuss in person any questions you might have to meet with counselors, learning resource specialists, administrators, learning disability specialists and prospective students. Interested individuals may call for more information at (415) 642-0518.

# HOW TO HELP THE STUDENT GET THE MOST OUT OF CLASS

FROM
"A GUIDE FOR DELIVERING FACULTY INSERVICE
ON THE LEARNING DISABLED COLLEGE STUDENT"

by
GEIS, MORRIS, AND LEUENBERGER

UNIV. OF NEBRASKA

(Grant # G008730099 US Dept of Ed.)

## How to Help the Student Get the Most Out of Class

Take early and gentle initiative in seeking an ongoing dialogue with the student about the ways in which you can be supportive.

Take care to make eye contact and to encourage participation and questions.

Assist the student in teaming up with a classmate to obtain copies of notes.

Permit the use of a tape recorder in class.

At the start of each class provide a brief review of the previous class session and an overview of what is to come.

Provide an outline of the lecture to guide the student and to make more apparent its structure and when discussions diverge from it.

Take care to include time for questions, discussions and requests for further examples.

Highlight major concepts and terminology both orally and visually, remembering to read aloud material on the board or on transparencies.

Describe verbally diagrams, charts, and graphs.

In complex mathematical sequences use color to follow transformations and highlight relationships.

Take care to explain procedures slowly and in step-by-step fashion.

## How to Help the Student Study

Let the student know about the Recordings for the Blind textbooks-on-tape option and steer him/her to the Coordinator for Disabled Students if you have one at your college.

Remind students often of your availability during office hours for individual clarification of lectures, readings and assignments.

Encourage the formation of study groups. In fact, providing some amount of in-class time for such groups can be wonderfully beneficial to all students.

Provide explicit feedback, both oral and written, about the strengths and weaknesses of a student's work, so that follow-up efforts can be effectively focused.

Periodically offer tips and encourage class discussion of ways for improving studying--organizational ideas, outlining techniques, summarizing strategies, etc.

## How to Help the Student Demonstrate What Has Been Learned

Permit oral or taped presentations to supplement written assignments.

Critique early drafts of papers, providing pointers and encouragements for follow-up rewrites.

Provide additional time for all exams (consider doubling it).

Conduct oral quizzes to supplement written exams.

Permit use of calculator when mathematical disability is severe.

When grading math or statistics exams, give partial credit for choosing the right formula even if the final answer is incorrect.

Encourage students to request clarifications of the intent of exam questions. Very often the student will know the information and be able to offer it fully, but will have inordinate difficulty interpreting the question.

In exam questions, avoid unnecessarily intricate sentence structure, double negative and questions embedded within questions.

Permit the use of a dictionary for essay exams.

Give less weight to spelling when that disability is severe.

Split evaluations of essay exams into two categories--content (relevance, fullness) and mechanics (punctuation, grammar and spelling). Grade each separately, allowing the mechanics to be re-done outside of class and resubmitted for a revised grade.

Provide additional scratch paper to help students with overly large or poor handwriting.

Provide an alternative for computer-scored answer sheets. For some students the cramped spacing creates a serious perceptual dilemma.

Provide the student with a separate testing room and proctor.

Provide the student with a "writer" for essay exams.

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The following is a listing of good pedagogical techniques and procedures which can be followed by faculty who serve the learning disabled student. The list is extracted from a transcript of a lecture given as part of the Gettysburg College January Term Lecture Series, in January 1985, by Elissa L. Fisher, Ed.M.

## FACULTY CLASSROOM TECHNIQUES AND PROCEDURES

1. Typing all handout material for classes.
2. Leaving more space between lines for printing.
3. Making sure that clear directions are given orally and then in writing.
4. Using manuscript rather than cursive writing on chalkboards.
5. Chalkboards should be cleaned regularly.
6. Stand away from windows when lecturing.
7. Close doors to classrooms.
8. Minimize outside noises in warm weather, where possible.
9. Invite learning disabled students to sit in the front of the room.
10. Isolate critical reading materials for special projects in the library so that they are readily available.
11. Give time in class for questions and feedback.
12. Stick to dates given in the syllabus; learning disabled students have a difficult time adjusting to unexpected changes.
13. Avoid undocumented assumptions about unusual behaviors.
14. When a student asks a question you have just answered, avoid expressing annoyance.
15. When a student does not get the information the first time, repeat it distinctly or ask if they need it in a different form.
16. Organize your lectures so that comments follow in a logical sequence.
17. Avoid going off on tangents from the lecture outline.

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# MODIFYING EVALUATION PROCEDURES FOR THE LEARNING DISABLED

1. Allow for untimed tests.
2. Allow a reader for students on objective exams.
3. Provide essay instead of objective exams for some.
4. Allow student to take an exam in a separate room with a proctor.
5. Allow for oral or typed exams.
6. Allow students to clarify questions and rephrase them in their own words as a comprehension check before answering exam questions.
7. Analyze the process as well as final solution (as in math problems).
8. Allow alternative methods of demonstrating mastery of course objectives.
9. Allow students to use a multiplication table, simple calculator, and/or secretary's desk reference in examinations.
10. Avoid double negatives, unduly complex sentence structure, and questions embedded within a question in composition examination questions.
11. Provide adequate scratch paper and lined paper to aid those students with overly large handwriting and/or poor handwriting.
12. Provide alternative to computer scored answer sheet.

The following list of classroom accommodations for Learning Disabled students (based on a similar list for high school students in Marsh, Gearhart and Gearhart, 1978) and a list of possible evaluation modifications may be distributed.

## REGULAR CLASSROOM LD ACCOMMODATIONS

1. **Course Objectives**. Give list of objectives and requirements to students, major requirement, exam dates, types of assignments and outside reading sources. This is helpful for students with organization or memory problems.

2. **Course Salvaging:** Let the student and the LD program staff know when the student is falling behind, preferably this should be done early in the semester.

3. **Lecture Outlines:** Many special students have trouble with organizing thoughts, and taking notes - also picking out relevant information. A simple lecture outline is helpful. These outlines will also assist the student when preparing for examinations - helpful to program staff when attempting to identify the study skills necessary for a specific course or for peer tutors.

4. **Technical Vocabulary:** Each subject has a specific vocabulary, a handbook of relevant or technical words would be extremely helpful for use again by the LD student, the LD staff members or peer tutors.

5. **Abstract Concepts:** Difficult for regular students. A printed or taped summary of key concepts or theories would be extremely useful.

6. **Oral and Written Reports:** Allow LD students with writing problems to record reports, allow for editing and typing. Allow two grades, one for content and one for mechanics.

7. **Homework:** Possibly coordination between classes to reduce written load would assist the LD student.

8. **Study Skills:** What are pertinent study skills for the subject matter? A list of these would assist the LD student, e.g., in this course pay attention to charts and graphs.

9. **Reading Rate:** Inform the class as to how they should approach their reading materials, e.g., this material should be skimmed, this material requires slow reading, etc.

## INSTRUCTOR ANALYSIS FORM

Department ________________________________________

Instructor's Name ____________________________________

**Textbook Information**

Organization
Good ____
Poor ____

Layout/Print
Good ____
Poor ____

Readability Level ____

Accompanying Study Guide
Yes ____
No ____

**Style of Lecture**

Lecture Only ___
Overheads ___
Films/Videos ___
Handouts ___
Discussion ___
Student Participation ___

**Style of Examination**

Essays ___
True/False ___
Multiple Choice ___
Oral Exams ___
Research Papers ___
Written Reports ___
Quizzes
Announced ___
Unannounced ___

**Extra Help Provided**

Yes ___
No ___

Is readily accessible
During office hours ___
Outside office hours ___

Additional Comments:

# INSTRUCTOR ANALYSIS FORM

Department ____________________________________________

Instructor's Name ______________________________________

Textbook Information

Organization
  Good ____
  Poor ____

Layout/Print
  Good ____
  Poor ____

Readability Level ____

Accompanying Study Guide
  Yes ____
  No ____

Style of Lecture

Lecture Only ___
Overheads ___
Films/Videos ___
Handouts ___
Discussion ___
Student Participation ___

Style of Examination

Essays ___
True/False ___
Multiple Choice ___
Oral Exams ___
Research Papers ___
Written Reports ___
Quizzes
  Announced ___
  Unannounced ___

Extra Help Provided

Yes ___
No ___

Is readily accessible
  During office hours ___
  Outside office hours ___

Additional Comments:

# CELEBRITY QUIZ

Read the following vignettes and match each to the personalities listed below:

1. Albert Eistein
2. Winston Churchill
3. F.W. Woolworth
4. Thomas Edison
5. Tom Cruise
6. George Patton
7. Bruce Jenner
8. Walt Disney
9. The Fonz
10. Nelson Rockefeller
11. Woodrow Wilson
12. Hans Christian Andersen

____ As a lad of nine he did not know the letters of the alphabet. He finally learned to read at age 11. He was thought to be dull and backward. He entered Davidson College but withdrew because of illness. Later he went to Princeton, but his grades were mediocre. Yet, he eventually became President of the United States.

____ His head was very large at birth. His mother did not agree with those who said the child was abnormal. He was sent to school, but thought by the teacher to be mentally ill. The mother withdrew the child from school and taught him herself. She must have done a decent job because he went on to create the electric light bulb and phonograph.

____ As a child he was labeled slow. He clerked in a village grocery store. He suggested putting a slow-moving merchandise on a counter and selling it for five cents. This venture was so successful that it was continued with new goods. He became the principal founder of a chain of five-and-ten-cent stores.

____ When he was 12 years old, he could not read, and he remained deficient in reading all of his life. However, he could memorize entire lectures which was how he got through school. He became a famous general during World War II.

____ Another child that was slow in school work and did not have a successful school experience later became a well-known movie producer and cartoonist

____ This noted Englishman had much difficulty in school. He later became a national leader and an English Prime Minister.

____ This young boy had much difficulty reading and throughout his life was unable to read well. However, he was the Governor of the state of New York for four terms and later won Congressional approval to be appointed Vice President of the United States.

____ This boy had much difficulty reading but was able to write some of the world's best-loved stories.

____ He was a social misfit. He dropped out of school for he was known to be a slow learner. However, he could make a car engine sing.

____ This boy could not talk until age four. He did not learn to read until he was nine. His teachers considered him to be mentally slow, unsociable, and a dreamer. He failed the entrance examinations to college, but finally passed them after an additional year of preparation. He lost three teaching positions. He became a patent clerk. Ultimately, he developed the theory of relativity.

____ He was the last American Decathlon winner in the 1976 Olympics. He had difficulty with reading and other school subjects.

____ He is a famous movie star. He learns his lines by listening to a tape. One of his movies is "Risky Business." He suffers from dyslexia.

# *Employment Considerations for Learning Disabled Adults*

**By Dale Brown**

*Abstract*

*This article shows how rehabilitation counselors can help learning disabled people find and keep jobs and persuade employers to hire them. "Interviewing for information," a non-traditional job-hunting technique, is discussed. Strengths of learning disabled people, as well as the importance of avoiding the area of disability in choosing jobs, is pointed out. Examples of reasonable accommodation and techniques for helping socially unskilled employees are given.*

Elizabeth Robinson, a personnel management specialist, was a prime candidate for being fired. She made mathematical errors when she rated and ranked applications. Sometimes, she missed items or misread standards. Then she had to rerate and rerank them. She had trouble keeping track of her papers. Sometimes, her job announcements went out late. To make matters worse, she disturbed other workers by nervously pacing around the office past their desks.

Her boss, Robert Baerman, knew she was a valuable employee. She knew the regulations and was skilled at using them to get department goals accomplished. She was conscientious and never complained about working too long or having to do a job over. She took constructive criticism well and was eager to improve. She was excellent at training supervisors and good at convincing others to follow department policy.

Nevertheless, her errors were serious. Mr. Baerman and his boss confronted her. In effect, they told her to "shape up or ship out."

Later, Robinson told Baerman that she had learning disabilities. She had visual perceptual problems (difficulty seeing accurately) which caused her to make errors in proof reading, reading, and filling out forms. She had dyscalculia (difficulty in mathematics). And she was hyperactive (needed to move frequently). Baerman wanted to keep her onboard. And he enjoyed challenges. In this case, the challenge was saving her job.

They soon worked out a plan. He let her work in the legal library. She was usually the only one there, and she could concentrate without distraction in the silence. The finance office helped her with the arithmetic, and Baerman proofread her drafts before they were typed and mailed. She was assigned tasks which used her strengths, e.g., writing the transitional affirmative action plan and "selling it" to the EEO staff.

Elizabeth Robinson was promoted to the job of Equal Employment Opportunity Officer at Fort Drum Army Base, where she worked for several years before she was again promoted. She is one of many learning disabled employees who are contributing members to the United States economy.

Unlike many learning disabled people, Elizabeth Robinson was able to solve her job situation with the help of an empathetic boss. Although she had been fired many times, her motivation and intelligence finally netted her a job that she could do well.

Many learning disabled people, however, need vocational rehabilitation to become ready for work. Their learning disabilities may be very severe, or they may lack the intelligence and/or emotional maturity to compensate. Some can find jobs but are fired many times. Others have so much difficulty in finding a job that they cannot even begin employment.

This article will describe how rehabilitation counselors can help learning disabled people find and keep jobs.

### Placing the Learning Disabled Client

Placement is the result of a process which previously has been described in this journal. If the client is deemed eligible for vocational rehabilitation services, identification of the client's strengths and weaknesses is essential. Decisions must be made concerning remediation. By the time placement begins, the client should be able to function optiminally with compensatory skills well-developed. Training staff and placement counselors should communicate frequently. Is the client being trained for an appropriate job? Can the client obtain a job? Placement is always a challenge, and placing the learning disabled adult may be particularly challenging.

### Convincing Employers to Hire Learning Disabled Clients

Employers may be particularly hesitant to hire learning disabled clients because of many existing misconceptions. It is important to be knowledgeable about learning disabilities and to describe a client's deficits in a matter-of-fact way that is free of jargon. Say, "Tom doesn't hear accurately;, so be sure he understands your instructions" rather than, "Tom has an auditory perceptual problem." If you are placing the client at a site where there are other disabled workers, a clear description of learning disabilities is critical. Be ready to explain the differences between the learning disabled client, a mentally retarded client, or an emotionally disturbed client.

For example, you might say, "John is very smart and he will learn the procedure thoroughly. However, because of his learning disability, he will take longer to train and you will be spending more time with him. However, unlike Warren, your last retarded worker, John will be able to make adjustments to changes in the job as they come up. He will be much more flexible. And he has good judgment about when to work independently and when to ask questions."

Speak positively as you try to persuade employers of your client's value to them. Describe the strengths of your clients. Some typical strengths of learning disabled people include:

**Overcompensation** - Sometimes the disability helps with specific jobs. For example, a person who is overly aware of background noise might become a sound engineer where the ability to hear this sound is important. An individual with temporal problems found a job where her unusual willingness to work late and on weekends made up for her difficulties in reporting to work on time. Not only did she not know when to begin work, but she didn't always stop at the end of the workday. She always finished her assignments. A technical writer had particular sensitivity to writing clear instructions in simple language due to a history of a reading problem. A hyperactive man covered more ground during his guard duty than any of his coworkers.

**Self-discipline** - Generally, disabled people whose deficits are not easy to observe, as with learning disabilities, have overcome their handicap with very little praise. If they have successfully completed a rehabilitation program and are willing to look for a job, they have proven themselves to be well-motivated and willing to work hard.

**Creativity** - Incorrect perception leads to a slightly different way to look at the world. Inability to think in an orderly way can lead to new solutions to problems. Many learning disabled people have discovered their own coping skills, a process which requires creative thinking.

### Finding a Good Job for Each Client

Naturally, the counselor's awareness of the client's strengths must be tempered with a clear understandiing of the person's limitations. Because of the invisibility of the handicap, learning disabled people are sometimes trained or placed in jobs which are in their area of disability. For example, people with perceptual-motor problems would have difficulty laying bricks or building bookshelves. People with a tendency to reverse digits should not spend a lot of their time operating a calculator where lines of numbers must be accurately copied. People with auditory perceptual problems should not work as a telephone switchboard operator where they spend the day taking messages.

Although some learning disabled people succeed when they work in their area of disability, they must spend more hours and push themselves very hard. They work under severe stress, which can cause health problems such as heart disease and ulcers. And, if their motivation lessens, even for a little while, disaster may result. Sometimes, even with intense self-discipline, it is impossible for them to complete their tasks on schedule. To place the client successfully, the job should use the client's strengths and not require skills where deficits exist. Finding such a job is not easy for either the client or the counselor. It is difficult for most people to find a good job because of the nation's current economy. But, for the learning disabled adult, employment problems are magnified.

For example, someone who is unable to read or write cannot fill out an application. They might have it read to them or simply take one home where a relative or friend can fill it out. Sometimes a resume can be substituted. If the learning disabled adult can read and write, the person must beware of making careless errors or writing in a childish way. Many learning disabled people carry a sample application with them, so they merely have to copy the information on each new form.

If the client's application is accepted, the client will be interviewed. Punctuality is important. The time and place must be correct, in spite of perceptual problems. Because of temporal orientation problems, the client may have difficulty arriving on time. Severely learning disabled people may need someone to remind them of the interview on the right day. Also, if the person tends to get lost, they should practice going there. Information could be requested from the company and picked up prior to the interview to learn a travel route to the site.

Physical appearance is important to being chosen for the job. People with visual perceptual difficulties should have someone look them over before they meet their potential employer. Some clients have difficulties in interviews because of soft neurological signs, the visible results of mild central nervous system dysfunction. The person might stare, move in a disorganized way, be unable to look people in the eye, or be easily startled. This can make the interviewer uneasy.

Some learning disabled people learn to consciously control their soft neurological signs. However, stress maximizes this symptomology so the counselor should encourage the client to relax during the interview. In some cases, with the client's permission, it might be helpful to discuss the problem with the interviewer beforehand. You might say, "Tom tends to stare. It's part of his disability. He's not being defiant or trying to make you feel uncomfortable. You'll get used to it as the interview goes on."

Traditional job hunting techniques of applying for jobs and interviewing pose many problems for learning disabled people. Another route to job seeking is interviewing for information, a procedure pioneered by Richard Nelson Bolles (1972). The client interviews people in jobs similar to the one the client wants. By learning about the job directly from those who do it, the client can decide if the job truly uses the client's strengths. The client may also interview prospective employers, asking questions to help locate jobs, rather than dirctly asking to be hired. This avoids putting anyone on the spot and enables the client to enter the "hidden job market." Bolles also suggests researching and interviewing potential employers to see if they have any problems that the employee might be uniquely able to solve.

For learning disabled job seekers, this approach has special advantages. Applicants meet potential employers before being pitted against competition. While asking for career advice, the clients can bring up their handicap in context. An informational interview is less stressful than an actual job interview since nothing is really at stake. This relaxed atmosphere is helpful, since tension exaggerates the symptoms of learning disabilities.

When the client receives a job offer, the counselor and the client should review the situation carefully. What exactly are the duties? Will the client meet the skill requirements? Each step should be analyzed. Possible problems should be considered.

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For example, hyperactive adults should avoid a job that requires sitting in one place all day. If answering the phone is part of the job, a person may be unable to leave his or her desk. Is typing, reading, writing, or driving involved? What needs to be memorized? Are accuracy, speed, and being on time important? Some job requirements are hidden. For example, some non-secretarial jobs require typing, or a sales job may include paper work. The clients or counselor should request a written job description.

The direct supervisor is crucial to the client's success. Will this employer be willing to give clear directions? Will he or she listen to the client repeat what has been heard? Will the supervisor be willing to put important directions in writing? How will the supervisor react to the client's coping techniques? For example, will he or she mind if the client substitutes phone calls for letters? How much patience does the supervisor have? Will the employer occasionally provide some extra help?

Another important question involves the atmosphere of the workplace. Will the client fit in? Do the employers see staff members as individuals or as cogs in a wheel? Do people work independently or cooperatively? Are people fired frequently? Are non-conformists tolerated?

A person with severe visual motor problems might decide against an office with desks crowded together or casual houskeeping habits such as cartons on the floor or open file drawers. A person with auditory perceptual problems needs to avoid situations with a high level of background noise or should arrange for a quite place to work.

## Job Accommodations for the Learning Disabled Client

In many cases, the client will be able to do the job, but will need "reasonable accommodation." The counselor should be creative in thinking of ways that the client can do the job despite identified limitations. Many clients can develop their own accommodations, but the counselor should be ready to help. Here are some examples of disabilities and their accommodations:

**Dyslexia** - John works as a sales manager in a plant which sells flour wholesale to bakeries. He is dyslexic and operates similarly to a blind person. He has a reader who comes in twice a week and a local group tapes his professional material. His boss tells him what to do, as well as putting it in writing. His secretary types work from dictation, fills out his sales forms, and tells him his phone messages. Sometimes, she even reads to him.

Tom has mild dyslexia. His limitations are far more common than John's. Tom works as a dental technician, making crowns and other restorations. When he began his job twenty years ago, there was very little reading involved. Gradually, however more and more instructions needed to be read. He came to vocational rehabilitation after losing his first as well as a second job. His counselor located a tutor who helped Tom improve his reading skills and taught him key terms used in his profession. When he obtained his third job, he leveled with his new boss, who agreed to occasionally read for him when he has difficulty.

**Written Language Problems** are common among dyslexics and other learning disabled employees. Unless the limitation can be remediated, the job should include as little writing as possible. For example, a manufacturing methods engineer was responsible for locating new equipment for aircraft assembly lines. Because she had difficulty reading and writing specifications and justifications, she was given very few assignments requiring extensive writing. Instead, she kept track of machine performance and statistics. This involved use of numbers, a skill in which she was strong.

When routine writing is required, the employee can ask for examples of the letters or reports and fill in the blanks. Coworkers can be helpful by proofreading written work. The learning disabled employee's writing should be reviewed for organization, clarity, and grammar.

**Dyscalculia** (difficulty in doing mathematics) can also be resolved by careful job restructuring. Brian's situation will be used to illustrate a common pitfall of employees with dyscalculia. Brian was a salesperson in a store that sold men's shirts. He had difficulty using the cash register, so he helped customers choose shirts but asked a fellow worker to ring up the sale. Unfortunately, the employee who rang up the sale also received the commission.

After a year on the job, he convinced his boss to give him a higher base salary to make up for his lost commissions. His coworkers still earned extra commissions from his sales, however. Rehabilitation counselors must be cautious that employees are not exploited due to their mathematical difficulties.

**Visual Perceptual Problems** (difficulty seeing accurately) are a common cause of dyslexia.

Dyslexia is only one of several symptoms, however, and the worker will need to overcome the visual perceptual disorder itself. Clients may require neat and well-organized surroundings. They may color-code files and keep items on shelves and bulletin boards, rather than in drawers where they can't see them. They will pay special attention to proper lighting, so they can easily see their work. They may have difficulty writing numbers in order or putting words in the right spaces on a form. Supervisors may need to check their material for transposition of numbers or letters and correct spacing.

**Auditory Perceptual Problems** (difficulty hearing accurately) can cause the client to misunderstand supervisors and coworkers. Background noise increases these problems. For example, Kerry had an auditory perceptual problem. Her counselor and a vocational rehabilitation trainer had taught her good coping skills. She repeated instructions to be sure she understood them. She also kept a notebook and wrote down important points to be sure she remembered. Unfortunately, her supervisor had little patience with these coping skills. He would nod his head as she repeated back instructions, without listening to what she said.

He didn't like to write anything down, so he failed to provide her with written work orders. Also, he spoke rapidly and had a foreign accent which exacerbated her problems. Fortunately, her counselor was able to have her transferred to another department and also worked hard to properly orient her next supervisor. This man was more patient. He spoke clearly using short and simple sentences. He listened careful-

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ly to her interpretation of what he said, correcting her only if she had heard incorrectly. He demonstrated tasks as well as describing them. He too didn't have time to produce written work orders, but Kerry did excellent work in his department.

Suppose a person has both **visual and auditory perceptual problems?** The client will need to use both senses together to learn a task. Additional time to train may be required. For the most part, the client will need the type of assistance that is needed by individuals with auditory and visual perceptual problems.

**Oral Language Disorders** are familiar to vocational rehabilitation counselors because these problems are present with many other disabilities. Supervisors sometimes confuse a language disorder with low intelligence. Learning disabled clients may have difficulties expressing themselves orally for many reasons.

They may have trouble organizing their thoughts well enough to speak. Auditory perceptual problems cause difficulty in hearing correctly which causes difficulty in pronouncing the words correctly. These clients may have speech impediments or a limited vocabulary. During training, the client should learn to take time to think before speaking, to relax while speaking, and to hold people's attention. Some stutterers have learned to talk satisfactorily by using fewer words.

**Motor Problems** are another familiar area to vocational rehabilitation counselors. However, the motor problems of learning disabled clients may be unusually subtle. Clumsiness ordinarily is not considered a disability, but it makes certain jobs impossible. The client may be well-coordinated, but have difficulty with **tactile perception** (distinguishing between two types of sandpaper or being able to feel the differences in thicknesses of paper). Generally, accommodations applied with other disabilities are useful for learning disabled people.

**Temporal Orientation Problems** are not familiar to most vocational rehabilitation counselors. Many counselors believe learning disabled people to be unmotivated and lazy when appointments are missed.

Many learning disabled people are not aware of the passage of time in a normal way. Most people sense the difference between a minute and an hour. Some learning disabled people are completely dependent on outside cues.

Susan, for example, often reported to the center several hours early while she was undergoing work evaluation which is a typical coping skill. By planning to come early, she could be sure that she would arrive on time. She liked to work during breaks and lunch. When her supervisor insisted she have lunch, she returned two hours later! She was given a kitchen timer, which she set during breaks and lunch. This enabled her to take coffee and lunch breaks with her coworkers when she was placed in competitive employment. Her supervisor still, however, must remind her each Thursday to do the weekly report and, sometimes, has to tell her to work faster during rush periods.

**Social Interaction Problems.** Some learning disabled people have problems adjusting socially. This can have more serious consequences to vocational success than inability to complete the duties of the job. Why do learning disabled people have difficulty getting along with others? This may be because their perceptual problems give them inaccurate information about what other people are communicating.

For example, they might not interpret body language correctly. If the client does not notice the small movement a persons makes when he or she wants to interrupt, the client may persist in talking. At the same time, the client may be unable to distinguish between a polite, strained smile and a happy smile.

People with auditory perceptual handicaps might not be able to detect the difference between a humorous and a questioning tone of voice. Or they might tend to take everything literally. They work so hard to understand the words of a statement, that the underlying meaning may be overlooked.

Supervisors and counselors should be direct and specific with such an employee, saying exactly what they mean without sarcasm or hints. These employees may not be able to "pick up" the unspoken policies of an organization. Inappropriate behavior must be explained so that the employee understands which actions are making others uncomfortable and what changes are expected. For example, one learning disabled college graduate consistently stood or sat too close to other employees while talking to them. This bothered many staff members. Her supervisor suggested she stand farther away.

Brad was very intelligent and wanted to learn about his department. He persistently asked other employees many questions and made suggestions on how they could do a better job. Although he had many good ideas, his co-workers did not like his questions and advice. The rules of turf and territory had to be explained to him. He was told that it was satisfactory to make suggestions that directly related to his job, but that the entire department was the responsibility of the division director.

These learning disabled people referred to here succeeded on the job because their supervisors cared enough to be honest with them. Sometimes, the counselor will need to explain the nature of social interaction problems to a line supervisor to encourage this extra effort and to discourage overprotecting the client.

## Conclusion

To summarize, accommodations for learning disabilities require creativity and clear thinking on the part of counselor, employer, and client. The counselor can ensure that the client is not assigned tasks in an area of weakness, and the work environment can be modified slightly so that limitations are minimized. Counselors can help supervisors find the best way to communicate with clients, so that instructions are clearly understood. Hopefully, these examples will be useful in generating new ideas for designing and implementing effective employment strategies with learning disabled adults.

❑

### Reference

Bolles, R.N., (1972). **What color is your parachute?** Berkeley, CA: Ten Speed Press.

# STRATEGY INTERVENTION MODEL COMPONENTS

## STRATEGIC CURRICULUM

- LEARNING STRATEGIES
- SOCIAL SKILL STRATEGIES
- MOTIVATION STRATEGIES
- EXECUTIVE STRATEGIES

## STRATEGIC INSTRUCTION

- ACQUISITION PROCEDURES
- GENERALIZATION PROCEDURES
- STRATEGIC TEACHING BEHAVIORS
- CONTENT ENHANCEMENT PROCEDURES

## STRATEGIC ENVIRONMENT

- TEAMING TECHNIQUES
- MANAGEMENT TECHNIQUES
- EVALUATION TECHNIQUES
- DEVELOPMENT TECHNIQUES

University of Kansas Institute for Research in Learning Disabilities. 6/88

The University of Kansas
Institute for Research in Learning Disabilities

# *STRATEGICALLY ENHANCING CONTENT DELIVERY*

| At-Risk Student Characteristics | Objectives |
|---|---|
| They don't discriminate important from unimportant information. | Cue them about what is important to learn. |
| They think at a concrete level. | Make abstract facts/ ideas concrete. |
| They have poor memories. | Make facts/ideas memorable through mnemonic devices, novelty, emotionality. |
| They don't create strategies for learning. | Model strategies which they can incorporate and use independently. |
| They don't take good notes and copy only what is written on the board. | Provide accurate and concise information on the board. |
| They are inactive learners. | Activate them by requiring them to speak, write, and develop strategies. |
| They are not motivated to learn. | Motivate them by making learning interesting and fun. |
| They have difficulty getting information from text. | Organize text and lecture information for better comprehension. |
| They have receptive language (listening) deficits. | Use visuals to improve learning. Use techniques for understanding |

## Routines for Teaching Content

Survey Routine
Concept Routine
Advance Organizer Routine
Content Enhancement Routines
  Verbal Enhancement Routine
  Visual Enhancement Routine
Memory Routine

## Goals Associated with Routine Development

The creation of powerful routines.

The creation of practical routines.

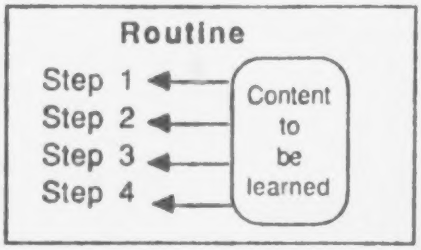
The creation of robust routines.

The creation of routines that are acceptable to teachers & students.

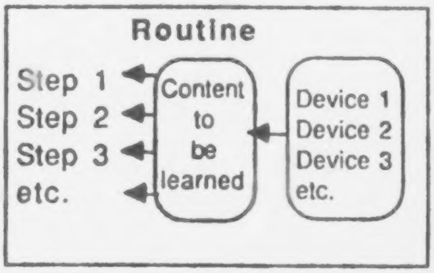
The creation of routines that can be used effectively with heterogeneous groupings of students.

## Types of Routines

### Type I



### Type II



# STRATEGIC DELIVERY OF CONTENT: THE SURVEY ROUTINES

## DEFINITION

A set of teacher behaviors for introducing a unit of study (e.g., a new chapter, a new group of chapters).

## STEPS OF THE ROUTINE

**T**ITLE

**R**ELATIONSHIPS

**I**NTRODUCTION

**M**AIN PARTS

**S**UMMARY

Main heading #1: ____
Objectives ____
● ____
● ____
● ____
Vocabulary ____ Diagrams or Subheadings ____

Main heading #2: ____
Objectives ____
● ____
● ____
● ____
Vocabulary ____ Diagrams or Subheadings ____

Main heading #3: ____
Objectives ____
● ____
● ____
● ____
Vocabulary ____ Diagrams or Subheadings ____

**TRIMS WORKSHEET**

NAME ____
DATE ____

**Title**

1.Chapter title: ____

2.This chapter is about: ____

**Relationship**

3. The relationship of chapter topic to unit topic: ____

4. The relationship of chapters within the unit: ____

**Introduction**

5 Summarize paragraphs of introduction: ____

● ____
● ____
● ____

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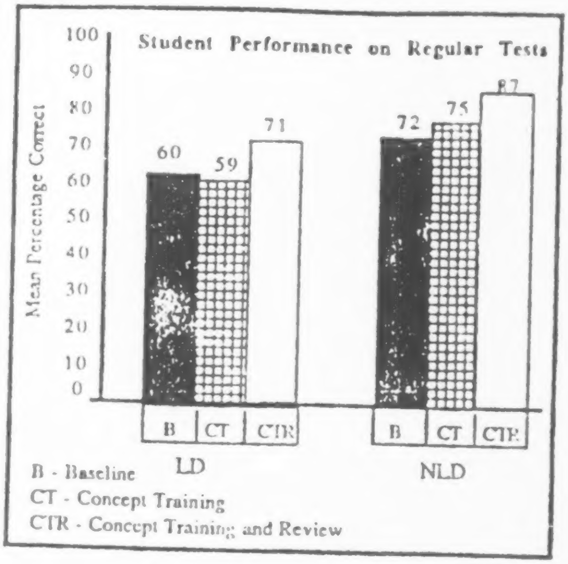
# STRATEGIC DELIVERY OF CONTENT: THE CONCEPT TEACHING ROUTINE

## DEFINITION

A set of teacher behaviors used to clarify a major concept to be learned (e.g., democracy, colonization).

## STEPS

- Give an advance organizer
- Elicit a key word list
- Name the concept
- Define the concept
- Discuss characteristics
- Discuss examples
- Discuss nonexamples
- Test potential examples
- Post organizer



## CONCEPT DIAGRAM A

**Concept Name:** Mammals

**Definitions:** Mammals nurse their young, have hair, are warm-blooded, have 7 neck vertebrae and have a highly developed brain.

**Characteristics Present in the Concept:**

| Always | Sometimes | Never |
|---|---|---|
| nurse | lay eggs/fly | cold-blooded |
| hair | give birth to living young | have feathers |
| warm-blooded | live on land/live on sea | |
| 7 neck vertebrae | walk on 2 legs/4 legs | |
| developed brain | eat meat/plants | |

**Example:**

- duckbill platypus
- opossum
- whales
- bats

testing Area

**Nonexample:**

- bird
- lizard
- shark
- birds

Bulgren, J. A., Schumaker, J. B., Deshler, D. D., (1988). Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes. Learning Disability Quarterly, 11(1), 3-17.

# STRATEGIC DELIVERY OF CONTENT: THE ADVANCE ORGANIZER ROUTINES

## DEFINITION

A set of teacher behaviors that:

Precede the learning activity

Provide a framework for information to be learned

## STEPS

- Cue the advance organizer
- Identify topics or tasks
- Provide organizational framework
- Provide background Information
- Clarify actions required
- Specify concepts to be learned
- Motivate learning
- Introduce vocabulary
- State expectations
- State outcomes

# STRATEGIC DELIVERY OF CONTENT: THE VISUAL ENHANCEMENT ROUTINE

## DEFINITION

A set of teacher behaviors to be used to visually represent content and relationships within content.

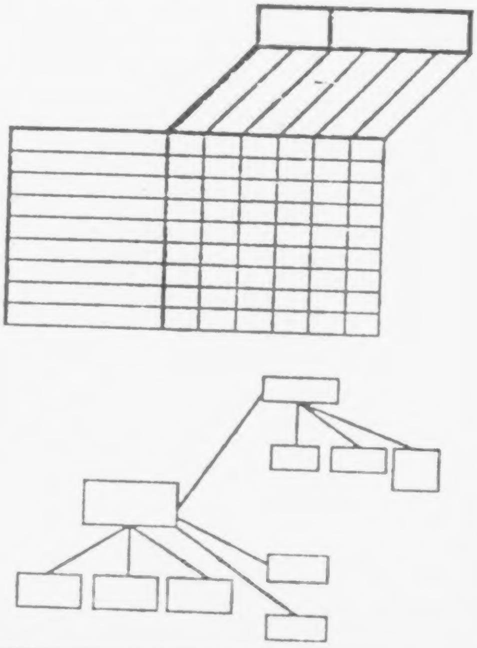
## STEPS OF THE ROUTINE

"CUE"
- Name the depiction
- Cue attention
- Cue notetaking
- Provide a rationale
- Provide a bridge between new and old learning

"DO"
- Make statements about the depiction
- Point out critical parts
- Involve students

"REVIEW"
- Name the depiction
- Review the content

## EXAMPLE DEPICTIONS



**LD-NLD Students Mean Percentage Post-test Scores After Graphic Intervention**

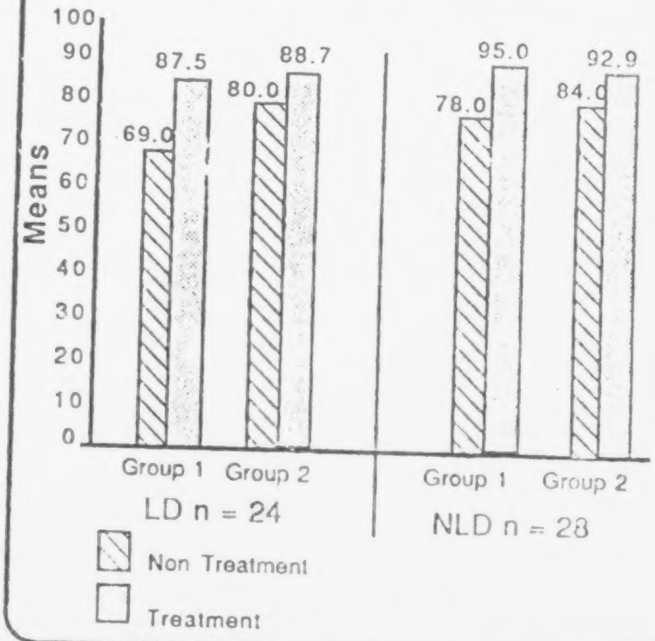


Figure 1

## LEARNING STRATEGIES CURRICULUM

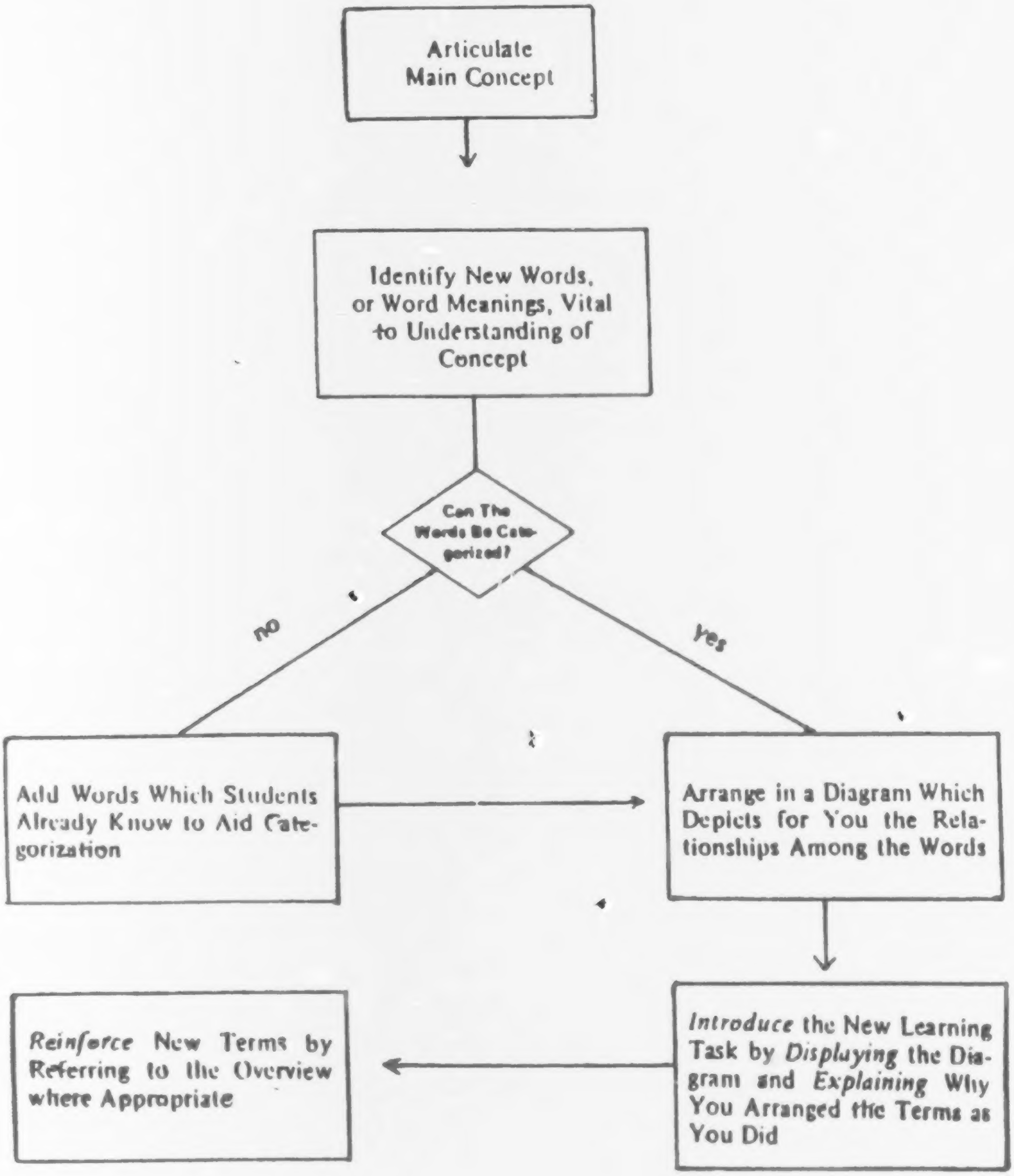
| ACQUISITION | STORAGE | EXPRESSION AND DEMONSTRATION OF COMPETENCE |
|---|---|---|
| Word Identification | First-letter Mnemonic | Sentences |
| Paraphrasing | Paired Associates | Paragraphs |
| Self-questioning | Listening and Notetaking | Error Monitoring |
| Visual Imagery | | Themes |
| Interpreting Visual Aids | | Assignment Completion |
| Multipass | | Test Taking |
| SOS | | |

## STRUCTURED OVERVIEW:
## A CONCEPT & VOCABULARY DEVELOPMENT STRATEGY

| | TEACHING ROUTINE FOR TEACHERS: | LEARNING STRATEGY FOR STUDENTS: |
|---|---|---|
| **V** | VOICE the concept to be learned and the vocabulary essential to the concept. | VERIFY the concept and vocabulary to be learned. |
| **O** | ORGANIZE the vocabulary words into a diagram which shows the relationship of the words to each other in context of the concept. | ORGANIZE the vocabulary words into a diagram which shows the relationship of the words to each other as you understand them and the concept. |
| **C** | COMMUNICATE your reasoning for the arrangement of the words to your students; encourage them to offer different points of view. | COMMUNICATE the reasoning for your arrangement of the words; COLLECT other points of view. |
| **A** | ACCOMMODATE points of view into the arrangement; ACCENTUATE the concept being learned. | ADJUST your arrangement to accommodate new information and other points of view. |
| **B** | BEGIN the lesson referring to the structured overview when appropriate; BROADEN the structure with new information throughout the lesson. | BEGIN learning the content to master the concept. |

Developed by Gail Cheever
Fall 1988

## CONSTRUCTING AND USING VOCABULARY OVERVIEWS


Articulate Main Concept
Identify New Words, or Word Meanings, Vital to Understanding of Concept
Can The Words Be Categorized?
no
yes
Add Words Which Students Already Know to Aid Categorization
Arrange in a Diagram Which Depicts for You the Relationships Among the Words
*Introduce* the New Learning Task by *Displaying* the Diagram and *Explaining* Why You Arranged the Terms as You Did
*Reinforce* New Terms by Referring to the Overview where Appropriate

# AT-RISK LEARNERS

## CHARACTERISTICS AND TEACHING STRATEGIES

| Barriers Which Make "At-Risk Learners in Typical Lecture, Read and Review Classes | Objectives for Reducing Barriers |
|---|---|
| They don't discriminate important from unimportant information. | Cue them in about what is important to learn. |
| They think at a concrete level. | Make abstract facts/ideas concrete. |
| They have poor memories. | Make facts/ideas memorable through novelty, emotionality. |
| They don't create strategies for learning. | Use strategies which they can incorporate and use independently. |
| They are inactive learners. | Activate them by requiring them to speak, write and develop strategies. |
| They are not motivated to learn. | Motivate them by making learning interesting and fun. |
| They have difficulty getting information from inconsiderate text. | Organize text and lecture information for better comprehension. |
| They have receptive language listening deficits. | Use visuals to improve learning.<br>Use techniques for understanding. |

Source: University of Kansas, Institute for Research in Learning Difficulties

# YOUR RESPONSIBILITIES TO DISABLED PERSONS

## AS A SCHOOL OR COLLEGE ADMINISTRATOR

**A new day is dawning** for 36 million disabled people in the United States. Two landmark federal statutes to protect their rights became fully effective in 1977 under programs administered by the Department of Health, Education, and Welfare.

In impact, these laws are comparable to the civil rights acts of the 1960s and the 1972 legislation to protect the rights of women in education, as students and faculty members.

Congress made specific promises in the statutes to physically and mentally disabled individuals. As an educator, you will be involved in making these promises come true.

# THE LAWS AND WHAT THEY COVER

If you administer a public or private

- **Preschool program**
- **Elementary or secondary school system**
- **College or university**
- **Adult basic education or vocational training program**

that receives federal assistance—in the form of grants, loans, some contracts, services, or property—under programs of the Department of Health, Education, and Welfare (HEW), or any other federal agency, or

If you administer a state plan under any HEW program, you have new responsibilities to handicapped students and employees under

**TITLE V, SECTION 504, OF THE REHABILITATION ACT OF 1973 (Public Law 93–112).**

In addition, if you administer a public or private

- **Preschool program**
- **Elementary or secondary school**
- **Residential school program**
- **Hospital education program for children requiring long-term health care**

you have more specific responsibilities to disabled children under

**THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 (Public Law 94–142).**

## WHAT THE LAWS MEAN

Section 504 is umbrella legislation. It prohibits discrimination against handicapped persons, on the basis of handicap, in any institution or activity receiving federal assistance. Included are all federally assisted schools, colleges, vocational centers, hospitals, nursing homes, social service programs, housing developments, transportation systems, and other public services.

Thus, section 504 protects the rights of handicapped persons to services and job opportunities wherever federal funds are involved and whether they are provided under HEW programs or programs of the Department of Transportation, Labor, Housing and Urban Development, or other federal agencies.

The Education for All Handicapped Children Act applies to state formula grant programs for disabled children and youth supported by HEW's Office of Education.

Both statutes have been on the books for some time. Detailed regulations were needed to administer them in the public interest. Regulation writing is always a lengthy process, requiring a series of public hearings.

The HEW regulation implementing section 504 became effective June 3, 1977. The regulation for the Education for All Handicapped Children Act went into effect October 1, 1977.

## WHY THE LAWS ARE NEEDED

Both statutes have long been needed. Estimates today show that fewer than half of approximately eight million disabled children in the United States receive the education they need. And as many as one million disabled children may not even be enrolled in school.

Moreover, there's no way to learn how many of the 28 million handicapped adults in this country are denied the same access as nonhandicapped persons to careers in education, as in other fields. The public, schools of education, and prospective employers tend to see an applicant's disability; they often fail to recognize his or her ability.

## COMPLIANCE

The regulations for section 504 and the Education for All Handicapped Children Act include compliance provisions. Failure to meet the antidiscrimination requirements could result in withdrawal of federal funding.

Neither regulation applies to schools, colleges, or vocational training centers receiving *no* direct federal assistance and *no* indirect assistance such as federally insured loans to students. These institutions may choose, however, to make their own commitment to handicapped students and prospective employees on the basis of the requirements for federally assisted institutions.

By Presidential order HEW is the coordinating agency for government-wide implementation of section 504.

## WHO IS HANDICAPPED?

In its section 504 regulation, HEW identifies a handicapped person as anyone with a physical or mental disability that substantially limits one or more of such major life activities as walking, seeing, hearing, speaking, working, or learning. A history of such disability or the belief on the part of others that a person has such a disability, whether it is so or not, is also recognized as a handicap by the regulation. Handicapping conditions include, but are not limited to:

Alcoholism*
Cancer
Cerebral palsy
Deafness or hearing impairment
Diabetes
Drug addiction*
Epilepsy
Heart disease
Mental or emotional illness
Mental retardation
Multiple sclerosis
Muscular dystrophy
Orthopedic, speech or visual impairment
Perceptual handicaps such as:
  Dyslexia
  Minimal brain dysfunction
  Developmental aphasia

* The U.S. Attorney General has ruled that alcoholism and drug addiction are physical or mental impairments that are handicapping conditions if they limit one or more of life's major activities.

## ELEMENTARY AND SECONDARY EDUCATION

Section 504 makes states and local school districts responsible for providing an appropriate education for all physically and mentally handicapped students *at public expense*. This is true whether school officials decide a child can best be served in a regular or special education class in the public school, a residential or hospital program, or at home.

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**As a state or local school administrator, you *must*:**

- Conduct a yearly search to locate every disabled child in your state or local district who is not receiving a public education.

  HEW-supported programs provide both financial and technical aid to states to identify, locate, and evaluate their disabled children.

- Notify parents or guardians of your responsibility for the education of their child. State or local organizations for parents of disabled children may be able to help in the notification process.

- Provide a free appropriate education regardless of the type or severity of a child's disability.

  For example, you may select a public or private residential program for a child with profoundly disabling cerebral palsy. Although the public school district itself may not be able to pay the extra cost of non-medical care, room, and board, it *is* responsible for finding these funds from other sources. The important thing is that these services must be provided at *no extra cost* to parents or guardians.

- Place every handicapped child in a program selected *after* consultation with parents or guardians, teachers, and others who know the child's needs.

  Pre-placement tests must be able to measure the student's educational level despite loss of hearing, sight, or other physical disability.

- Place every handicapped child who can benefit in a regular classroom with nonhandicapped students and provide aids needed to compensate for the disability.

  For example, you may have to provide an interpreter for a deaf student in a class taught primarily by lecture.

- Periodically evaluate every handicapped student's progress in the program and environment you select.

The Education for All Handicapped Children Act requires that state and local public school administrators:

- Locate every disabled child and young person, age 6-17, living in the state by September 1, 1978 and begin their education at public expense.

- If public education is required for children age 3-5, locate them by September 1, 1978 and begin their education at public expense.

- If public education is required for disabled youth, age 18-21, locate them by September 1, 1980 and begin an appropriate program for them at public expense.

- Give priority attention, first, to disabled children receiving no public education and, second, to the most severely handicapped children in each disability group who are receiving an inappropriate education.

- Develop with the advice and consent of parents or guardian an individualized education program for every handicapped student. Each individual program must have a *written statement* of:

  Learning goals developed by a qualified school official with teachers, parents or guardians, and, if possible, the child.

  Such special aids needed as braille books for blind children or high desks for children in wheelchairs.

  An evaluation of the extent to which the child can participate in regular classroom activities.

  A schedule to review periodically the child's progress and, with the consent of parents or guardian, make program revisions as needed.

  An explanation of due process procedures available to parents or guardian, including the requirement that schools give them written notice before any action is taken to change a child's program or program location.

Many of these safeguards are already in operation. The Education for All Handicapped Children Act is a 1975 amendment to the basic Education of the Handicapped Act of 1966, which had increasingly specific requirements added by amendments before 1975.

## PRESCHOOL OR ADULT EDUCATION

If you administer a public or private preschool, day care, or adult education program receiving federal assistance, you *must*:

- Consider a disabled applicant for admission on the same basis as nonhandicapped applicants.

- Provide or locate free sources of learning aids such as cassette tapes for vision-impaired students.

## HIGHER EDUCATION

**As a college, university, or postsecondary vocational administrator, you *may not* under the section 504 regulation:**

- Limit the number of handicapped students admitted.

- Use admissions tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants because special provisions were not made to assist them.

- Make preadmission inquiries as to whether an applicant is disabled.

An exception is permitted if you are trying to overcome the effects of prior limitations on enrollment of handicapped students and an applicant is willing to provide information about a disability.

You are not required to alter academic standards or those directly related to state licensing requirements.

You may be required to:

- Extend the time permitted a handicapped student to earn a degree.

- Modify teaching methods and examinations to meet the needs of disabled students.

- Assure the availability of such learning aids as audio cassettes for blind students.

## SELF-EVALUATION OF ACADEMIC PROGRAMS

If you administer any education program—preschool through graduate school—that receives assistance from HEW, you are required under the section 504 regulation to:

- Evaluate, within one year, the quality and availability of your academic programs and related services to handicapped students and begin to correct inadequate policies or practices.

- Make the evaluation with the assistance—and expertise—of disabled persons or organizations for disabled persons (see self-evaluation checklists).

## PHYSICAL ACCESS TO BUILDINGS

As a school or college administrator, *you are not* required to provide ramps, elevators, and other devices to remove physical barriers in *every* building or in *every* part of a single building.
You *are* required, however, to:

- Make every program, viewed as a whole, accessible to handicapped students. To do this, you may need to:
Redesign equipment, provide aids, move classes to accessible locations,

alter existing structures, or make other accommodations so that disabled students can participate in every program.

- Design new buildings to be barrier free.

Barrier-free access for disabled persons must be provided in all buildings where construction began on or after June 3, 1977, the effective date of HEW's section 504 regulation.

## EMPLOYING HANDICAPPED PERSONS

As an employer covered by the section 504 regulation, you *may not* discriminate against physically or mentally handicapped persons in:

- Recruitment, advertising, or processing of applications for employment.

> For example, you may not inquire about any disability an applicant may have or require a physical examination before a job offer is made.
>
> You may require a physical examination once a job is offered if nonhandicapped applicants are also required to take it.

This provision is to prevent discrimination against persons with such hidden disabilities as heart disease and epilepsy that would be revealed in a physical examination. It is also to keep employers from requiring a physical examination for handicapped job applicants only—a common practice in the past—then denying them a job because they failed to pass the examination.

You *may not* discriminate in:

- Hiring, promotion, award of tenure, demotion, transfer, layoff, termination or rehiring.
- Job assignments or career ladders.
- Leaves of absence, sick leave, training programs, or other fringe benefits.

Disabled employees who are qualified by ability, training, and experience must be given the same rights and benefits as nonhandicapped employees.

You may be required to make reasonable accommodations to a disability by providing, for example:

- A reader for a blind employee who handles paperwork.
- An interpreter for a deaf employee whose job requires using a telephone.
- Adequate work space for an employee who uses a wheelchair.

- Minor adjustment in working hours if an employee is required to visit a methadone clinic daily.

## SELF-EVALUATION CHECKLISTS

These are the basic categories that should be examined in performing a self-evaluation of:

**Preschool, Elementary, and Secondary Programs**
Identification of children in need
Free appropriate public education
Placement procedures
Evaluation
Due process procedures
Non-academic activities
Employment
Building access

**Higher Education Programs**
Catalogs and other pre-admission literature
Admissions procedures
Access to courses
Academic adjustments
Auxiliary aids and services
Non-academic activities
Housing
Employment
Building access

## BUILDING ACCESS

These are the basic categories that should be examined in performing an architectural accessibility survey:

**Site considerations**
☐ parking space
☐ curb cuts
☐ sidewalks

**Doors**
☐ width
☐ opening pressure
☐ threshold

**Floors and Halls**
☐ width
☐ surface covering
☐ obstructions and hazards

**Operating Mechanisms and Controls**
☐ height
☐ ease of manipulation

**Water Fountains**
☐ height
☐ controls

**Changes in Level**
☐ ramps
☐ elevators
☐ lifts

**Rest Rooms**
☐ location
☐ size
☐ stall width and depth
☐ grab bars

**Seating**
☐ space for wheelchairs
☐ traffic circulation

**Telephones**
☐ height
☐ volume control

# TIMETABLE: SECTION 504 COMPLIANCE

| | |
|---|---|
| **April 28, 1977** | Final regulation signed by HEW Secretary Joseph A. Califano, Jr. |
| **May 4, 1977** | Final regulation published in the *Federal Register*. |
| **June 3, 1977** | Regulation in effect. New construction begun after this date must be barrier-free. |
| **July 5, 1977** | Deadline for return of Assurance of Compliance (Form HEW 641) from all institutions receiving financial assistance from HEW. |
| **August 2, 1977** | Deadline for programs or activities in existing facilities to be made accessible (where structural changes are not required). |
| **September 2, 1977** | HEW fund recipients that have 15 or more employees were, by this date, to make initial public notification that they do not discriminate on the basis of handicap. |
| **December 2, 1977** | If structural changes in existing facilities are necessary to make programs accessible, recipients of HEW funds, shall, by this date, have developed a transition plan outlining the steps needed to complete these changes. A copy of the transition plan will be made available for public inspection. |
| **June 2, 1978** | Deadline for HEW recipients to complete a self-evaluation process in consultation with handicapped individuals and organizations. |
| **June 2, 1980** | Deadline for structural changes to be made in existing facilities where necessary to achieve program accessibility. |

# TIMETABLE
# EDUCATION FOR ALL HANDICAPPED CHILDREN ACT COMPLIANCE

| | |
|---|---|
| **October 1, 1977** | State education agencies assumed responsibility for general supervision of the education of all children receiving special education.<br>Individual education programs must have been developed for all handicapped children already enrolled. |
| **September 1, 1978** | A free appropriate public education must be available for all handicapped children, age 3–17.* |
| **September 1, 1980** | A free appropriate education must be available for all handicapped youth, age 18–21.* |

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*This does not apply to age 3–5 or 18–21 in any state where the provision would be inconsistent with state law, practice, or court order.

# WHAT DISABLED PERSONS CAN DO

If individuals feel that their rights have been violated by a business, hospital, physician, school, college, or any other institution receiving HEW assistance, because of their disability or their child's disability, they should write, giving details, to the Office for Civil Rights, Department of Health, Education, and Welfare, in their regions, whose addresses are listed below.

*Region I*
(Conn., Maine, Mass., N.H., R.I., Vt.)
140 Federal St., 14th Floor
Boston, Mass. 02110

*Region II*
(N.J., N.Y., Puerto Rico, Virgin Isles)
26 Federal Plaza, 33rd Floor
New York, N.Y. 10007

*Region III*
(Dela., D.C., Md., Pa., Va., W. Va.)
Post Office Box 13716
Philadelphia, Pa. 19101

*Region IV*
(Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn.)
101 Marietta St., 10th Floor
Atlanta, Ga. 30323

*Region V*
(Ill., Ind., Mich., Minn., Ohio, Wis.)
300 South Wacker Drive
Chicago, Ill. 60606
For Cleveland, Ohio office of Region V
Plaza Nine Bldg.,
55 Erieview Plaza, Room 222
Cleveland, Ohio 44114

*Region VI*
(Ark., La., N.M., Okla., Texas)
1200 Main Tower Bldg.
Dallas, Texas 75202

*Region VII*
(Iowa, Kan., Mo., Neb.)
Twelve Grand Bldg.
1150 Grand Ave.
Kansas City, Mo. 64106

*Region VIII*
(Colo., Mont., N.D., S.D., Utah, Wyo.)
Federal Bldg.
1961 Stout St., Room 11037
Denver, Colo. 80294

*Region IX*
(Ariz., Calif., Hawaii, Nev., Guam, Trust Terr. of Pacific Isles, American Samoa)
100 Van Ness Ave., 14th Floor
San Francisco, Calif. 94102

*Region X*
(Alaska, Idaho, Ore., Wash.)
1321 Second Ave., Room 5041 MS/508
Seattle, Wash. 98101

The Office for Civil Rights enforces federal laws prohibiting discrimination against persons on the basis of race, color, national origin, religion, sex, age, or mental and physical handicap and investigates discrimination complaints brought by individuals under these statutes.

# OTHER RIGHTS

**In addition to the section 504 rights discussed above, Title V of the Rehabilitation Act and the Developmental Disability Act give other equal opportunity protections.**

**Disabled persons have the right to be considered for employment by the federal government**

Section 501 requires that federal agencies take affirmative action to hire and promote disabled persons.

All executive branch agencies must make an annual report to the Civil Service Commission on their progress in hiring and promoting disabled persons. The Civil Service Commission in turn reports to Congress.

Disabled persons who believe they have been denied a federal job because of their handicap should contact the nearest Federal Job Information Center. Consult the local telephone directory for the address and telephone number.

Disabled persons who believe they have been denied a promotion in a federal agency because of their handicap should contact the Equal Employment Opportunity Officer in their agency.

**Disabled persons have the right of access to federal and federally financed buildings**

Section 502 sets up a federal compliance board to make sure disabled persons have access to all buildings owned, occupied, or financed by the U.S. government.

Disabled persons with a complaint about an inaccessible building should write, giving details to:

**Architectural and Transportation**
**Barriers Compliance Board**
**Washington, D.C. 20201.**

**Disabled persons have the right to be considered for services or employment by federal contractors**

Section 503 says firms doing business with the U.S. government must take affirmative action to hire and promote disabled persons.

If disabled persons believe their rights have been violated, they should file a complaint within 120 days of the alleged violation with:

**Veterans and Handicapped Division**
**Office of Federal Contract Compliance**
**Programs, Department of Labor**
**Washington, D.C. 20210.**

The Developmental Disability Services and Facilities Construction Act, as amended, protects:

**Rights of persons with developmental disabilities**

Persons who are mentally retarded or have cerebral palsy, epilepsy or autism—or dyslexia resulting from these conditions—are entitled to state legal protection and expanded services effective October 1977.

States were required by this date to have a system in place to investigate complaints and take appropriate legal or administrative action.

Disabled persons who have a complaint should write:

**Developmental Disabilities Office**
**Department of Health, Education,**
**and Welfare**
**Washington, D.C. 20201.**

## INFORMATION ABOUT HEW PROGRAMS

For information about specific programs serving disabled persons, write to the appropriate HEW agency listed below.

**Health Care Financing Administration**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20201**

Administers Medicare and Medicaid and sets standards for the quality of health care under these programs.

**Office of Education**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20202**

Gives assistance to states and local school districts to improve their services to handicapped students; to research efforts and demonstration projects which encourage innovation and improvement programs; to education institutions to aid staff members and volunteers training in special education; and to the general public and specific populations through public media, captioned films, and Closer Look Information Center.

**Office of Human Development Services**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20201**

Administers Head Start and other child development services, vocational and other rehabilitation programs of the Rehabilitation Services Administration, programs to assist persons with developmental disabilities, and programs for older Americans; also family counseling, child welfare and related social services.

**Public Health Service**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20852**

Administers maternal and child health, family planning, and services to disabled children; also research, staff training, and service grants under the Alcohol, Drug Abuse, and Mental Health Administration to improve alcohol, drug abuse, and mental health care; and a variety of disabling disease research activities under the National Institutes of Health.

**Social Security Administration**
**Department of Health, Education, and Welfare**
**Baltimore, Maryland 21235**

Administers retirement, survivors, and disability insurance benefits; supplemental security income for aged, blind, and disabled persons; and aid to families with dependent children.

For general information about HEW programs serving disabled persons write:

**HANDICAPPED**
**Department of Health, Education, and Welfare**
**Washington, D.C. 20201**

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## Differences
## Learning ~~Disabilities~~ Awareness Materials Order Form

Please check items for which you wish ordering information and send to:

Diagnostic Learning Center/Learning Disabilities Program
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822

_____ Model In-Service Manual and Video set

_____ Manual only

_____ Video only

Individual Speaker's Videos

_____ **Ernest Pecci**, MD, Neurologist
Characteristics and Subtypes of LD

_____ **Patricia Harrelson**, MA, LD Specialist
Definition and Eligibility
California Community College Chancellor's Office

_____ **Dale Brown**, Program Manager
Workplace Accommodations, Adult Dyslexic
President's Committee on Employment for People with Disabilities

_____ **Michael Tita**, Executive
Personal Success Story, Adult Dyslexic
3M Corporation

_____ **Kay Runyan**, Ed.M., LD Program Coordinator
Academic Adjustments
University of California, Berkeley

_____ **Gail Cheever**, Educational Consultant
SIMS trainer, Teaching Strategies
Bakersfield College

_____ **Jim Harkness**, MBA, Utility Conservation Consultant
Personal Success Story, Adult Dyslexic

_____ **Personal Stories of Students**
with Learning Disabilities
Los Rios Community College District
University of California, Davis

_____ Complete Set of Individual Speaker's Videos

ERIC Clearinghouse for
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